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The School and Community

Published Monthly by The Missouri State Teachers Association

Columbia Missouri

VOL. X.

JUNE, 1924.

NO. 6

School Is Out

BURSTS of bright bloom the yard and schoolhouse grace;
Summer's young spirit laughs from throats in Joy's control;
The Season sees its image in youth's shining face,
And hears its music echoed from each vibrant soul.

The patrons come, the matrons and the men;
They see with pride their visions realized;
In memory's mirrored days they live again;
The future holds their hopes immortalized.

Then come good-byes; may-hap a teach-
er's tear,
Forced from the deeps where Life's sweet
secrets stay,
Reflects the consecrated heart and purpose
clear,
Whence springs the greatness of America.

The school is out. The house stands bleak
and bold;
The silent spider guards the room alone;
And from the road the passers-by behold
A ghastly skull from which the soul is
gone.

—T. J. W.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. X.

JUNE, 1924.

NO. 6

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Next Meeting, Kansas City, November 12-13-14-15, 1924.

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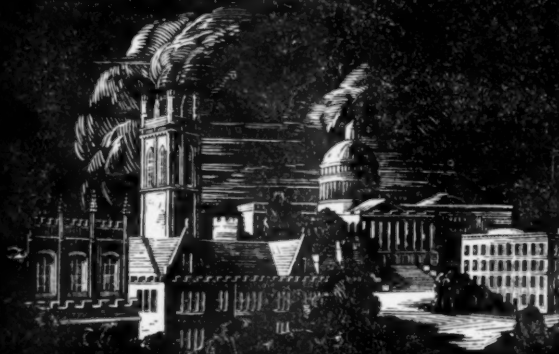
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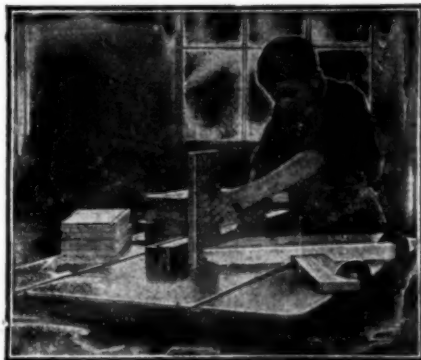
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To follow the course in Ancient History, the Committee of Seven recommended a course in Medieval and Modern European History with considerable emphasis on English History. This set of maps gives the necessary historical geography for this course as it is usually taught. As will be observed by a glance at the names of the maps listed below various phases of life are covered, the religious, commercial, industrial as well as the political. The naming, dating, and distributing of the maps receive in this field the same painstaking care that was given them in the field of Ancient History. All of these important features may be seen in the following list of the maps in the set.

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16. Europe and the Near East in 1519.
17. The Voyages of Discovery to 1610.
18. Christians and Mohammedans in 1600.
19. Europe in 1648.
20. Bourbon France, 1600-1715.
21. Europe in 1740.
22. Europe in North America after 1713 and after 1763.
24. Colonial Empires in 1763.
25. Europe in 1789.
26. Partitions of Poland, 1772-1795.
27. Europe under Napoleon, 1810.
28. Europe after the Congress of Vienna, 1815.
29. The World in 1815.
30. The Unification of Germany.
31. The Unification of Italy.
32. Europe after the Congress of Berlin, 1878.
33. The Balkan States, 1815-1914.
34. Europe, Political and Industrial, in 1914.
35. Colonial Possession of World Powers in 1914.
36. The World War—Western Area.
37. The World War—Eastern Area.
38. The Turkish War Area, 1914-1918.
39. The Far East, 1914-1918.
40. The Nations at War in 1918.
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The School and Community

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EDITORIAL

A REMARKABLE record of achievement is recorded in a statement recently made to the public by the Board of Education at Stoutsville and published in the Paris Mercury. Stoutsville is a small community in Monroe county.

Here is the record, briefly stated. Four years ago the district maintained a one

CAN YOU BEAT IT? teacher high school for thirteen pupils at an average annual cost of over ninety dollars per child in attendance. The present year saw seventy-five boys and girls working on a four-year high school course, under the tutelage of three high school teachers and at a cost of only twenty-eight dollars per pupil to the local taxpayer, when the funds from state, county, and non-resident sources are deducted from the total cost.

The statement calls attention, very appropriately, we think, to the earning power of the present graduating class, stating that the salaries of these individuals for services already contracted for will more than equal the total amount of taxes paid this year for the education of the entire seventy-five.

During the past three years, through the aid and co-operation of the people working under the leadership of the local Parent-Teacher Association, and by means other than taxation, the district has acquired title to the lots adjoining the original school ground, one of which is a twelve acre tract with a five room house now used by Professor Rogers and his wife as a teacherage. All this property is free from debt. During this time an adequate library has been acquired, a laboratory for science has been equipped, a piano purchased, another rented, a victrola and records have been provided, health scales installed and the repairs on the buildings have been kept up.

Not the least important work of the school has been the development of the spirit of community service in the hearts of the chil-

dren themselves. We learn that the boys have cleared the land of brush and unnecessary trees, hauled hundreds of loads of dirt, stones and cinders, built roads and walks and thus beautified and made useful the land which the district has acquired. They have made desks, bookcases, and playground apparatus. The students, working as class organizations, have decorated the rooms at their own expense and by the same means have provided attractive pictures for the walls.

It is three years since THE SCHOOL AND COMMUNITY chronicled the fact that this little community had employed J. B. Rogers as Superintendent and his wife as one of the high school teachers at salaries of \$3,000 and \$1,500 respectively, which at that time were unusual salaries for even the larger and more wealthy communities of the state. The above briefly noted attainments are a testimonial to the wisdom of the board's courageous leadership. They explain the unusual loyalty and co-operative support which the community is continuing to give to the school. They furnish an answer to the critics of education who blatantly proclaim that the people are "going wild over education." Incidentally, Stoutsville may serve as an evidence that the people of Missouri are willing to support good schools when they are assured that they will have that kind of support.

Yet from the tone of the statement as published in the Paris paper there are a few in the district who criticise the extravagance of the Board and some who live outside of the community who are prone to point to Stoutsville as the horrible example of a district "gone wild over education." Verily such such a community is the greatest cause for alarm to the enemies of the public school. My God, what if the contagion should spread!

Will you attend the Annual Convention of the National Education Association? It will be held at Washington, D. C., June 29 to July 4. The railroad fare will be one-and-a-half fare for the round trip, on the certificate plan or circle trips may be arranged so that you may visit many of the interesting places of the east. Missouri Headquarters will be at the Lee House. Write the State Director, Thomas J. Walker, Columbia, Mo., if you expect to attend this convention.

TO BECOME an officer in the army or navy one must have had four years of college training in the fundamental collegiate subjects. The entrance requirements to these courses are so rigid that even the best high schools do not qualify one for admission without examination. Extra coaching

PUBLIC INTERESTS AND TEACHERS' QUALIFICATIONS

is almost universally necessary for the applicant who desires to take the entrance examination, and schools especially equipped for this extra preparation seem to thrive because of the demand for the intensive study necessary to equip a young man for admission into West Point or Annapolis. Even after graduation, special service schools are maintained to equip officers for special tasks which their positions may require.

A candidate for a military career must be physically perfect. His senses must be keen and unimpaired. Mental tests must indicate that he has native ability far above the average. His moral character must be vouched for by the best of testimonials including that of his congressman.

We recall having heard again and again the statement, "The schools are our first line of defense." But how about the qualifications of the officers of this first line army, the teachers?

Medical schools require six years of training beyond the high school. After this training comes an examination by highly trained men, composing the State Board of Health, before the novitiate is permitted to accept the responsibility of practicing his profession.

We have read words to the effect that we should fear Him who is able to determine the destiny of both soul and body rather than the one who may influence the body alone. The teacher holds in a very real sense the responsibility of caring for and developing both the mind and spirit

of the boys girls under her tutelage. But what of the qualifications of these physicians of the whole child, physical, mental and spiritual?

Even the lawyer, the man who protects our property against the wiles of the unscrupulous, or attacks our right to it by means of those wiles, the man who defends or prosecutes the innocent, who knows all about the opinions of the supreme judges, past and present, especially past; who is skilled in the use of "whereases," "aforesaid," and "to-wits," he, too, must furnish evidence of high training before he dares to address the learned judge or the unlearned jury.

We have heard that parsimony in education is liberality to crime. We know that the teacher may develop citizens with such a respect for right and law, as will be a protection against crime. But what do we demand of these teachers in the matter of qualifications?

We are properly careful as to the qualifications of the man who kills, who is to determine the kinds of guns and gasses that we use. We guard meticulously the entrance into the profession which makes our pills, severs our appendix or pulls our teeth. We see to it that the law must be learned by those who are professionally concerned with its interpretation and administration. Is it asking too much to demand that the qualifications of those who man our first lines of defense, and have in hand the welfare of soul and body, and who determine whether the rising generation is to be one imbued with respect for and obedience to the law, shall have better qualifications than they now have?

Certainly the public is justified in demanding the best qualifications possible of its teachers. But there should always be a rarest academic attainments take the place of maturity of judgment and strong personality.

A DOGMA

My gran'dad notes the world's worn cogs
And says, "We're goin' to the dogs."
His gran'paw in his house of logs,
Vowed, "We are goin' to the dogs."
His gran'sire mid the Flemish hogs

Swore, "We are goin' to the dogs."
The cave man in his queer skin togs
Croaked, "We are goin' to the dogs."
But this is what I want to state—
The dogs have had an awful wait.

"BLESSED are they which do hunger and thirst after righteousness; for they shall be filled."

To our way of thinking this quotation from The Great Teacher does not need any kind of paraphrasing to fit certain communities of Missouri, which, though lacking the financial resources commonly thought of as an absolute prerequisite to good schools,

WHERE THERE'S A WILL

nevertheless find a way to develop and maintain such schools as should put some of the wealthier sections to shame. These communities, poor in financial resources, but rich in soul substance; hampered by the restrictions of law and the crust of an archaic constitution, but having the freedom of spirit necessary to discriminate between real and imagined values therefore find a way to attain good schools for their people.

The attainments of Stoutsville have been mentioned in another editorial. These people belong to the blessed that hunger and thirst after righteousness as it is expressed in good schools and find a way to satisfy their hunger and thirst despite the fact that they have an assessed valuation which would cause a people less hungry for the good things of life to expend much energy in bemoaning the "burdens of popular education." But Stoutsville is not the only such community in Missouri. Have you heard of Houston, in Texas county.

Houston is a "little burg" measured in terms of the government census, about 600 people live within its corporate limits. It is a poor school district if you compare its assessed valuation with many other districts of similar population, six-hundred-thousand dollars is all that gets on the assessor's books and there are no tax-dodgers in the district either. But when these statements have been made there is nothing more to say as to Houston's littleness or her poverty.

She has a school building that would grace the architecture of many a Missouri town of several times her population and

wealth. The town has no railroad and material shipped into it must carry the added expense of a long freight haul and have added to that the cost of a long haul by wagon from the nearest railroad station. So when Houston needed a new school plant she went to her surrounding woods for the lumber and to her own clay beds for her brick. The blackboards and hardware were about all that were shipped into Houston for her new building. But even with this economy the constitution would not permit the voting of a bond large enough to pay the cost of the building they needed and wanted. However, the bond was voted with only eight votes against it. Several thousand dollars were lacking, so the board asked the citizens for their co-operation; a note for the required amount was drawn and left at one of the banks and in less than two hours two-hundred men living in and around Houston had signed the note and the money was on deposit for the use of the building committee.

The Houston school is presided over by a young man, J. W. Tetrick. He has held the position for several years and his administration has seen a remarkable development of school facilities. The school cultivates the entire trade territory of Houston. A bus takes the school orchestra to the neighboring rural schools with a friendly spirit of co-operation and helpfulness. Sometimes the teacher of vocational education goes with his class and demonstrations of agricultural work are given. The limits of space do not permit anything like a full statement of the many ways in which the school is serving the trade territory of Houston. A look at the high school will indicate somewhat the manner in which the community has responded to the life of the school; there are 250 enrolled; the high school has eight high school teachers, each paid a respectable salary. The graduating class this year contained 38 students, six of whom were married people and one man was nearly fifty years of age. "Blessed are they which no hunger and thirst after righteousness; for they shall be filled."

BEFORE WE cut the school budget let us reflect that our annual overhead charge for wars past and future is about two and a half billions and that our criminals and defectives are costing the taxpayers nearly a billion annually. Can we save money by becoming niggardly in the support of education?

THE SCHOOL Board at Springfield is to be congratulated upon its new policy. It appears to have come to the conclusion that the business of conducting a large school system requires the centralization of authority in the hands of an expert, to be backed up and directed by all the support and counsel that a board of directors is capable of giving to the executive head which they

**SPRINGFIELD BOARD
DONE WITH
DIVIDED AUTHORITY**

have chosen. It evidently realizes that the schools must be done WITH divided authority, or in the language of the street, they will be "done" BY it.

The wisdom thus displayed by the board in their change of policy indicates that they have acted wisely in the selection of the new superintendent who is to have full respon-

sibility for the conduct of the schools and the results obtained. Superintendent H. P. Study comes with the very best of recommendations from the schools over which he has had charge and from experts in the field of administration who know the character of his work. He is mature in experience and training. He has not rushed at the "job" without carefully considering the problems which the position presents and the resources at his command for their solution. Anyone who knows the people of Springfield must feel that they are of the kind that will readily and courageously respond to the new policy of the Board of Education and give to it the unstinted and progressive support which it requests and which its recent actions inspire.

A Code of Ethics for Teachers

Senior Class, January, 1924, Harris Teachers College, St. Louis, Mo.

How far are we, as a body of teachers, from a professional code? The answer to this question will be the answer to another: "How far are we from being a profession?" A well defined code of ethics is as necessary to a profession as is a constitution to a nation. It represents professional conscience without which there is no basis for action. It is a rule and guide to our professional faith and practice, representing what each may expect of all and what all have a right to demand from each.

We are glad to publish the following Code of Ethics for Teachers as worked out by the Senior Class of Harris Teachers College, St. Louis, because of its intrinsic value and because we believe that such work as this in the various Teacher-training institutions will finally implant a real code of ethics in the hearts and consciences of the teachers. To be effective a code of ethics must become a part of our daily life and thought.—Editor.

In making a code of ethics for teachers our aim was to get as complete a code as possible; and in so doing, we were guided by the opinions of: Dr. Palmer (*Ideal Teacher*); Prof. McDougall (*N. E. A.*, Nov. 23, '23, p. 372); J. A. Skinner (*N. E. A. J.*, '23, p. 25); W. B. Aspinwell (*School and Society*, June 9, '23); W. L. Etlinger (*School and Society*, May 26, '23); E. M. Howe (*N. E. A.*, J. April, '23, p. 166 and *School and Society*, Nov. 11, '22); E. L. Mudge (*School and Society*, March 5, '21, p. 298 and *School and Society*, Dec. 18, '20); Missouri State Teachers Report (*Newspaper clipping*); and by discussions in the class of Theory of Education. Since many of our statements and opinions when put into definite and concise form were the same as some of the statements found in the above, we, have used, with due respect, some of their words.

Qualities and Ideals Necessary for Carrying Out Ethical Codes.

Every teacher should have appreciation and sympathy for others, respect for constituted authority, emotional control, and a sense of humor, and cherish the following democratic ideals; honor, sincerity at all times co-operation and service, comradeship in work and play, and the ability to measure a man according to his enduring qualities. He should feel a sense of responsibility to share in the policy of a progressive community, and his religion should be that of a dedicated life.

The teacher should have a strong personality, since the personal qualities of the teacher are the most influential factors in promoting the development of the child's mind and character.

The Relation of the Teacher to the Profession.

The teacher should be familiar with and governed by the standards of general professional ethics.

He should realize the importance of his work and its far reaching result. He should put his best effort into his professional work remembering that the prime object of any profession is the service it can render to humanity; that personal reward and financial gain are of subordinate consideration. Much of what he does will never be paid for except in the satisfaction of service well rendered.

The teacher should not use membership in lodges, fraternities, political or religious organizations, or acquaintance with persons politically influential, and the prestige derived therefrom as a substitute for efficiency.

The teacher should cultivate interests outside of his own profession in order that he may maintain open-mindedness and may constantly improve himself intellectually and spiritually; thus to invigorate the life of his pupils and thereby promote in them a richer and stronger manhood and womanhood.

The teacher should affiliate with professional organizations of teachers, especially the National Educational Association and the State Teachers Association.

The teacher should familiarize himself with the daily newspaper and with standard books and magazines representative of the best type of literature in order that he may feel at home in the world at large; furthermore, he should study modern professional books and magazines to familiarize himself with the progressive educational objectives and methods of today.

Because of the teacher's importance as an example to pupils and because of his relations to the intellectual, moral, and social life of the community, he should at all times aim to represent the best standards of character, refinement, culture, and dignity and to express character by his manner of dress and behavior.

Every teacher should seek the place for which he is best fitted and in which he can render the maximum service to the community.

The teacher should look for promotion on merit only.

The Relation of the Teacher to Pupils and Parents.

The teacher should have a personal interest in each child, and a frank and sympathetic attitude towards his pupils with due respect for their individualities.

The teacher must be absolutely sure to give every child a square deal without individual prejudice. He should maintain a position of uniform fairness and impartial justice, remembering that the best discipline results from good comradeship, and that satisfactory achievement is possible only when there is complete understanding between teacher and pupil.

The teacher should not discuss the physical, mental, moral, or financial limitations of his pupils in such a way as to embarrass the pupils or parents unnecessarily. Information concerning the home conditions should be held in confidence by the teacher.

The teacher should aim to keep the parents fully informed in regard to the progress and standing of their children and in communicating with the parents, the teacher should exercise the utmost sincerity and courtesy.

The Relation of the Teacher to Other Members of the Corps.

The teacher owes to his colleagues the courtesy of frank, open dealing in all professional relations. He should freely exchange his plans and ideas with his colleagues.

On retiring from a position, the teacher should leave on file such records as may be helpful to his successors.

No teacher should ever criticize or encourage criticism of co-workers or predecessors unless in a constructive way. The motive of all should be helpfulness and sympathy. If adverse criticism is made, it should not be repeated to anyone except the one criticised or to his superior with the full expectation that opportunity for remedying the difficulty will be afforded.

Corrupt and dishonorable practice should be fearlessly exposed, extreme care being taken to make sure that they actually exist.

The Relation of the Teacher to Supervising Officials, School Committees, and Other Authorities.

Co-operation, loyalty, and frankness should

characterize the relation between supervisors and teachers under them.

The teacher should recognize that in an honest difference of opinion between herself and the principal, the judgment of the principal is decisive.

The teacher should receive the frank, courteous, constructive criticism of supervising officials as a positive stimulus to better work, assuming that this criticism is to be held confidential by the teacher and such official.

No teacher should appeal to a higher authority over the head of an immediate superior until he has made every effort to bring about a mutual understanding.

The Relation of the Teacher to the Public.

In all phases of his work the teacher should be human in his relations with other people and he should not believe that intellectuality of itself confers easy superiority.

The teacher should do his share along with other citizens of the community to further movements for civic improvements and moral uplift that he may experience the broadening and humanizing effect of participation in civic affairs; on the other hand, he should help to educate the public as to the problems and needs of his profession in a democracy.

The teacher's work should bear the stamp of truth and sincerity; there should be no discrepancy between his acts and his words.

The teacher should consistently refrain from becoming a partisan upon issues which divide the community.

The teacher should be glad to place the best educational opportunities the community can afford within the reach of all.

Teachers should seek to establish a stand-

ard of salary sufficient to keep themselves physically fit; to provide for adequate recreation, for professional improvement, for dependents, and old age.

The Relation of the Teacher to Persons Interested Commercially.

The teacher should discourage the accepting or soliciting of sample books when there is no serious or immediate prospect of change or adoption, or in departments of study outside of that in which he may be teaching.

The profession should unhesitatingly condemn teachers' agencies that encourage teachers to break their contracts, that work for the promotion of teachers who are unqualified, or who have a record of failures, or that make recommendations for positions not known positively to be vacant.

Unprofessional Practices.

It is unprofessional of the teacher:

1. To underbid, knowingly, a rival in order to secure a position.
2. To take steps toward a position until the place has been declared officially, legally, and conclusively vacant.
3. To ask indiscriminately for testimonials and recommendations.
4. To criticize co-laborers or predecessors in the presence of pupils or patrons. Such procedure tends to injure the school and to weaken the confidence in which the work of the teacher is held by the public.
5. To absent himself from school, or to call in or allow the use of a substitute except for serious illness, or other grave reasons.
6. To resign without the consent of the board unless his contract provides for release upon proper notice.

Civics by the Laboratory Method

By ANNA M. THOMPSON, Lathrop Trade School, Kansas City.

THERE is a growing demand that the schools shall prepare for industry. If a trade school should meet this demand by giving only the kind of training which boys get in industrial establishments, there would be little need for this kind of a school.

Lathrop Trade School is organized not only to meet the demand for industrial training, but also to supplement the skill gained through shopwork by developing apprecia-

tions, ideas, and ideals in its students.

Through our course in citizenship, we are endeavoring to inspire a strong feeling of pride and enthusiasm for our community, state, and nation.

The interdependence of one's own life with that of other members of society is stressed. From being merely consumers our students soon grow to be producers also. They are shown that here they have a

unique opportunity to help along the world's work, and they quickly begin to evince a sense of civic responsibility.

It is an accepted fact that training for citizenship cannot be achieved wholly through formal textbook instruction, but that much of that training must be obtained through these activities many and varied, and the students activities. We have therefore made boys become deeply conscious of the value of organized co-operation in community life.

Last autumn, upon beginning our course in the study of the community, the draftsmen in our classes made us a large map of Kansas City with the sixteen wards clearly defined. Since the Lathrop Trade district comprises the entire city, each ward is represented by several boys.

After a group of civic pupils and their teacher visited the real city council, we organized a council of our own and elected a mayor and aldermen. These lower house aldermen made a thorough and careful survey of their respective wards, locating leading gas pipes, trash dumps, unsightly billboards, and bad pavements; and they investigated all other conditions needing correction.

A special meeting of the council was then called by the mayor who delivered an address stating the purpose of the meeting, which was to put Kansas City in ship-shape order before the "Shriners" arrive in June. He called for reports of the alderman from each ward on the conditions in his ward. Most reports regarding unsightly and unsanitary conditions embodied constructive suggestions for their improvement.

After a thorough study had been made of the problems of the city, the proposed amendments to the state constitution were then taken up and studied intensively. Debates were held favoring and opposing the adoption of various ones. Newspaper clippings commenting on these amendments were brought to school, and the boys, attended meetings where prominent citizens explained the amendments. When February

26, the day to vote, arrived, the boys were quite alert and they talked and worked for the adoption of their favorite amendments.

Just before the classes were ready to study the national government, the constitutional contest was announced. Our classes were granted permission to enter the contest, thus creating a strong motive for an exhaustive study of the constitution. After much research had been done, each boy wrote an oration which was corrected, and then it was re-written. A constitutional convention was held so that the great document might be studied in relation to the historical setting. Afterwards a patriotic program was put on in assembly when the seven best orations were delivered. The school orchestra played national airs, and much enthusiasm was created for our form of government and our peculiarly American institutions.

Recently in the civics classes the "President of the U. S." held a cabinet meeting when each of his ten cabinet officers reported upon the state of his department.

The boy who was impersonating Mr. Daugherty had to metamorphose himself into Mr. Stone over night, which of course necessitated his changing his speech to meet the exigency of the occasion. The tense state of governmental affairs caused the boys to watch the papers closely for interesting developments.

Realizing that a directed study of current topics is most essential to good civics teaching, and that school is not a preparation for life, but that it is life, we actively participate in every civic event just when it occurs if at all possible. We make action then, as well as knowledge an end to be obtained. It is not enough to know what constitutes a good citizen, but we endeavor to instill in the mind of the student that it is the duty of every American citizen to take a constructive part in the business of government. He is taught that we cannot maintain our form of government at its highest efficiency unless all our citizens co-operate fully. More team work and less criticism, he comes to see, will strengthen and more firmly establish our great American democracy.

"WE CAN NOT be too careful of the matutinal ideals. A boy does not make his ideals, he does not adopt them; they are absorbed."

Thomas Jefferson and the Public School

A Study of Jefferson's Philosophy of Education and his Opinions Regarding the School in Relation to Citizenship.

By LOYAL C. MORROW, Principal Penrose School, St. Louis, Mo.

"And ye shall know the Truth, and the Truth shall make you free."

Motto of the University of Virginia, selected by Jefferson.

EVERY teacher, and in particular those engaged in the work of the public schools, should have a knowledge of the Philosophy of Education which was held by Thomas Jefferson. It embodies the principles which form the foundation of the entire system of public education as we have it today. When Mr. Jefferson was insisting upon these principles, they were by no means popular, yet he clung to them with religious tenacity and labored undiscouraged through many years for their acceptance. Public Education was his first and last interest. It is unfortunate that his contributions in other fields, in which his accomplishments are more readily noticeable, should have obscured that which he considered his chief work and which was without doubt of more fundamental importance than anything else in the field of public concern. It is the purpose of this paper to set forth Jefferson's opinions regarding the purposes and scope of Education, and to notice briefly the means by which he proposed to render these opinions fruitful in the lives of men.

In numberless conversations, letters, and public addresses Mr. Jefferson expressed his conception of freedom as the final goal of human progress. Both by instinct and conviction he felt just freedom, externally from coercion, internally from ignorance, prejudice, or any form of narrowness which might restrict complete self-realization, was the ultimate aim of all worthy effort. This belief amounted to an obsession. He wrote to a friend, "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man." A strong statement, but amply demonstrated as sincere by the life of the man who made it. In 1786 Mr. Jefferson wrote to George Wythe, "Preach, my dear sir, a crusade against ignorance; establish and improve the law for education of the common people. Let our countrymen know that the people alone can protect us against these evils; and that the tax which will be paid for this purpose is not more than the thousandth part of what will be paid to kings, priests, and nobles who will rise up among us if we leave the peo-

ple in ignorance." Here we have the epitome of Mr. Jefferson's belief that democracy must rest upon the education of the masses, that ignorance will forever breed servility, and that human happiness will be unattainable so long as the exploitation of society by small classes is possible, in any relation whatsoever. No man even perceived more clearly or preached more unceasingly that liberal education, widely disseminated, is the only foundation capable of supporting the superstructure of a democratic society.

Previous to the founding of the University of Virginia, many young men came to Charlottesville to obtain Mr. Jefferson's advice about their reading and to use his library. Concerning them, he wrote to Kosciuszko, "In advising the course of their reading, I endeavor to keep their attention fixed upon the main object of all science, the freedom and happiness of men. So that, coming to bear a share in the councils and government of their country, they will keep ever in view the sole object of all legitimate government." Thus happiness through freedom is set forth as the final aim, attainable only through education. Again, writing to Dupont de Nemours, Mr. Jefferson said, "Enlighten the people generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day." Another letter, written in 1820, shows his absolute faith that truth must prevail over error. Regarding the newly-founded University of Virginia, he wrote, "This institution will be based upon the illimitable freedom of the human mind. For here we are not afraid to follow the truth, wherever it may lead, nor to tolerate any error, so long as reason is left free to combat it." Comment upon this statement would be entirely superfluous.

As early as 1776 Mr. Jefferson placed before the Virginia legislature a bill "for the more general diffusion of knowledge." Owing to popular indifference toward public education, and to active opposition of land owners who wished to avoid paying higher taxes, the bill was not passed. In 1778 he attempted again to call serious attention to the

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History of Education in Missouri

By W. T. CARRINGTON.

COLLEGES AND THE COLLEGE UNION.

THERE is no better evidence of the fact that the desire for learning is universal and a natural tendency of the human soul than that shown by the early settlers in Missouri, in establishing schools of all grades in the villages and open country. French settlements established schools during the last quarter of the eighteenth century. Immediately following the purchase of Louisiana, academies offering what is now called secondary education came into existence. The first located at Ste. Genevieve was chartered in 1808, George Tomkins, afterwards a supreme judge in Missouri, opened an academy in St. Louis in 1810. Joseph Hertich, a native of Switzerland, brought some Pestalozzian notion to the new world and opened a second institution at Ste. Genevieve in 1815. It became a strong competitor of the one first established and conducted by disciples of Lancaster. In 1815, the Catholic bishop of the St. Louis diocese, saw the necessity of more churches and schools throughout the territory and made a trip to Rome to secure Missionaries. Bishop Dubourg brought more than a dozen well educated priests back with him. Among them was Father Felix De Andries, who was made supervisor of education among the Catholics in Missouri. He founded the first higher educational institution in Missouri in 1818. In the wilderness fifteen miles south of Ste. Genevieve, he built St. Mary's Seminary. Young men from all parts of the North American Continent came to prepare for the priesthood. It was authorized to grant degrees in 1833, the first in Missouri. St. Mary's Seminary is still a worthy and unique institution at Perryville. It is controlled by an order called Lazarists, otherwise known as the "Congregation of Missions" and is devoted to educating for the priesthood and has students from far and near.

Father De Andries also did much to promote education at St. Louis. An academy was opened there in 1818 by Francois Neil, a French Catholic educator. It advertised as "a boarding school for young gentlemen." It was christened "St. Louis College" in 1820 and became "St. Louis University" in 1829 and has had a prosperous existence ever

since. It early came under the order of Jesuits. It expanded rapidly, first into a college of Arts and theology. It added a medical college in 1836 and a law college in 1843. It now has a dental college and a school of finance and commerce.

A difference relating to the teaching of liberal arts at St. Mary's Seminary resulted in the founding of St. Vincent's College at Cape Girardeau in 1842 named to honor Saint Vincent De Paul who founded the order of Lazarists at Lazaire, France in 1632. In addition to the orders of Lazarists and of Jesuits, the "Brothers of the Christian Schools" have been very active in all Catholic educational work in Missouri. This order is devoted almost exclusively to Christian education. Since 1855, they have promoted higher education through "Christian Brothers College" in St. Louis.

Protestants were content with high grade academies in which some work of college rank were given until about the middle of the nineteenth century. The few Missourians of English descent who sought a college education went to Virginia, New England or other Eastern Colleges. The Baptists, the Methodists, the Presbyterians, and the Cumberland Presbyterians discussed many years the advisability of establishing colleges under the auspices of their respective church organizations. The Baptists were the first to act. They located William Jewell College at Liberty in 1849 with about sixty thousand dollars endowment, ten thousand of which was given by Dr. William Jewell of Columbia, for whom the college was named. Within a few years the other three denominations succeeded in locating, endowing and chartering their colleges. Central College was located at Fayette for the Methodists; Westminster College at Fulton for the Presbyterians, and McGee College, at College Mound for the Cumberland Presbyterians. These colleges had hardly made a beginning when the Civil War interfered in 1861, many students left these institutions to join the army and they rendered conspicuous service. They came back home in 1865 as captains, colonels and generals and for forty years were the leading citizens of our state in business and in the professions. After the war

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The Essentials of Teacher Training

By R. W. SELVIDGE, University of Missouri.

THE degree of our success in almost any undertaking will be determined largely by the exactness and accuracy with which we state our objectives. General statements are entirely inadequate. We must know every detail. The manufacturer may have as a general objective the building of a complicated machine; but the machine represents in reality only the assembly of a vast number of parts which have been specific objectives, attained with great care and exactness and with a definite understanding of the relation of each part to the whole. So in the training of teachers we must know what the specific elements are that make up the successful teacher and develop these with skill and accuracy.

The results obtained, measured in terms of the development of the students, represent the true success of the teacher. We cannot measure these results, however, until the teacher has taught; but the teacher trainer needs to know in advance what qualities and accomplishments on the part of the teacher contribute to the desirable development of the students. No very exhaustive study has been made to discover what these elements are and yet this is the most fundamental thing in the training of teachers. The nearest approach to it is the list of points in the rating scale employed in some of our school systems. Rarely is a definite attempt made to train teachers in more than a few of these points.

In order to determine just what course the training should take it is necessary for us to analyze very carefully the vocation of the teacher to find out what elements contribute to success. This is not a "job analysis," a term used in a flippant and inaccurate manner in connection with vocations, but a genuine vocational analysis.

Obviously we cannot base such an analysis on the teachers' courses listed in catalogs of teacher training institutions. We have no means of knowing accurately the content of these courses and if we did not know we might find it difficult to discover in just what way they contribute to the success of the teacher. We do know that too often they contain only more or less glittering generalities and fine spun theories.

The fundamental question is, "What must the teacher be and know and be able to do in order to be a successful teacher."

Our ultimate objective must be a successful teacher but our immediate objectives must be training in those qualities which make up the successful teacher.

It is necessary to have a definite starting point. This consists of the requirements for entrance to training. These minimum requirements for entrance might well be:

- (a) Good moral character.
- (b) Thorough physical examination with high rating.
- (c) In the median group or above in intelligence.
- (d) General education and experience sufficient to enable one to pursue with success the professional study.

The failure to adhere strictly to some such standard of entrance has led to much waste of energy on people destined to fail when they enter the profession.

In the absence of any careful and extensive study of the question the following is submitted as a list of things a teacher must be, must know and must be able to do in order to be successful. It is simply an arrangement of those qualities and accomplishments most frequently found in the lists of points on which school systems rate their teachers.

QUALITIES AND ACCOMPLISHMENTS

Personal.

1. General appearance, including carriage, attitude, dress, personal neatness and care.
2. Voice, including pitch, quality, ease and clearness.
3. Health, including habits of exercises and care of the body to give the greatest possible promise of health.
4. Initiative and independence in originating and carrying out ideas. This self-reliance is difficult to develop after a student has been coddled through fourteen years of school but a well directed effort can improve this ability.
5. Honesty, including accuracy of statement, sound moral principles, moral courage, fair-mindedness.
6. Tact, including adroitness and a quick appreciation of the proper thing to do or say.

7. Poise, including the ability to control and conceal one's emotions, to proceed with an apparent feeling of power and mastery in any situation.

8. Loyalty, including co-operation, an attitude of helpfulness, a hearty support of superior officers, no gossip.

Academic.

1. The use of English, spoken as well as written, including spelling, writing, pronunciation, vocabulary, grammar, ease of expression, conventional forms in letter writing, form in the arrangement of material and ability to read with ease and accuracy.

2. Academic preparation. This probably is adequately covered in the first two years of college work. Additional school preparation should be along the line of science as general information may readily be acquired by reading.

3. Knowledge of special subject. This includes a command of the information to be taught and the skill to be developed.

4. The ability to examine and analyze the requirements of children and to organize the material of instruction in such a way as to attain a definite aim at a given time.

5. The ability to discover and diagnose common physical defects and to give advice as to what to do and to make necessary arrangements to overcome the difficulty in so far as possible.

6. A knowledge of the contribution of various peoples to our educational system and the economic, social, religious and political background out of which these elements developed.

Professional Interest.

1. Professional spirit, including a recognition of the dignity and service of the work, high standards of professional ethics, interest in the profession as a profession and not as a temporary employment. Opportunities and obligation to develop and improve. Self respect and pride in accomplishment.

2. Interest in the homes and in the activities of the community including means of leadership or participation in these activities.

3. Interest in the lives and in the activities of young people inside and outside of school, including means of actual participation.

School Management.

1. The physical comfort of students, in-

cluding light, heat, ventilation and sanitary arrangements and care.

2. Cost, arrangement, and care of equipment and supplies.

3. Mechanical devices for saving time.

4. Methods of maintaining discipline.

5. Care of reports, records, desk, etc.

Teaching Skill.

1. How to state clearly and definitely the aims in a given period of instruction.

2. How to select units suitable for lesson periods.

3. How to choose subject-matter to suit the interests, abilities, and needs of the class.

4. How to arrange a method of instruction suitable to the subject matter to be presented.

5. How to establish skill or habit and secure specific, automatic responses quickly and permanently.

6. To distinguish between methods of developing skill, acquiring information and developing thought or reasoning.

7. How to stimulate thought and the necessary basis for thought.

8. How to establish economical and efficient habits of study.

9. How and when to question.

10. How to arouse interest in the work.

11. How to handle individual differences and peculiarities.

12. Practice in planning and in giving instruction.

If these items represent, to any considerable degree, the factors which we believe contribute to the success of the teacher it is clear that most of the factors are common to all fields of teaching. The amount of training in the special field is relatively small. In view of this it may be questioned whether the present tendency to organize a special four year curriculum for every branch of instruction is justified. Would it not be better to base our instruction program on those definite things we believe to be essential to the success of all teachers and add to this the instruction in the special field and in any special features in the organization and teaching of that subject. Such a plan would greatly reduce the cost of teacher training.

If such a list as the one just given were placed in the hands of teachers in training and they were made to understand that these things constitute definite objectives in their

training, the problem of training would be easier and we would get better teachers. Many of these factors represent habits that should be carefully developed. Personal

qualities usually are ignored in our training but they constitute a very important group of the factors in the teacher which affect the development of the pupils.

A Survey of Science Teaching in Missouri High Schools

By ORREL M. ANDREWS, Central High School and Junior College, St. Joseph.

ABOUT a year ago the Science Department of the M. S. T. A. decided to obtain definite information concerning the teaching of science in the schools of the state. Early last fall an extended questionnaire was sent out to 515 first class high schools, with a letter of transmittal signed by T. D. Kelsey, Chairman.* We now submit a summary of one section of the returns received, hoping that this report will be helpful to those who are now charged with the more general survey which is to furnish data for constructing improved and practical curricula for high schools.

The questionnaire included 45 questions concerning the following subjects: Agriculture, Biology, Botany, General Science, Physiography, Physiology, Zoology, Chemistry, and Physics, with space to include other sciences. The first ten questions dealt with class, subject, and school enrollment; number and length of recitation and laboratory periods. Six questions sought information on methods of teaching, and reference material in library and laboratory. The particular equipment of laboratories and available supplies and accessories were covered in eleven questions. Seven questions bore on cost of instruction, value of equipment, appropriations for supplies, laboratory fees, textbook and manuals. The last ten questions pertained to salaries and tenure of teachers, their experience, qualifications, and graduate study.

Of the 515 questionnaires distributed, 195 or nearly 38% of the schools answered. Of the 195 reports only 14 came from the three largest cities; hence this survey represents conditions in the smaller schools of the state as well. Twenty-seven of the 115 counties made no replies.

The 195 schools represented had an enrollment of 38,605, of which 18,343 or 47.5% were taking courses in science. The percentage

distribution of the pupils enrolled in the science is given in the following table, which also gives the number of schools offering each subject.

General Science	33.33%	110 schools
Agriculture	19.9%	154 schools
Physics	16.42%	116 schools
Chemistry	9.37%	38 schools
Physiography	7.37%	39 schools
Physiology	4.99%	5 schools
Biology	3.34%	19 schools
Botany	3.11%	10 schools
Zoology	1.06%	2 schools

The replies show that most high schools are offering more than one science, but 46 of the 195 give but one course in science, and that is agriculture in 12 schools, general science in 2, physiography in 1, and physiology, 1. Ninety-two per cent of the schools thus offer more than one science, and a variety embracing fifty-two different combinations of subjects. Thirty-five of these combinations include agriculture, 33 contain general science, and 13 include both general science and agriculture; 13 of the combinations contain agriculture and physiography, while agriculture and physics appear in 27 of the combinations.

Seventy-one schools, 38.4%, offer two sciences consisting of 12 different combinations. In this class 38.3% give agriculture and physics, nearly 20% give agriculture and general science, and another 20% give agriculture and physiography, while the next combination of 9% is general science and physics.

Fifty-seven schools offer three sciences, including 18 different combinations, the most frequent one being agriculture, general science, physics, 40%; general science, chemistry, physics standing next with 10%.

About 15% of the schools (28) offer four sciences, the combination, agriculture, general science, chemistry, physics, holding first place (22%), closely followed by agriculture, physiography, physiology and physics, and

*This letter was published in the October issue of *School and Community*.

the combination, agriculture, general science, physiology, physics.

Nine schools offer five sciences, the favorite combination being agriculture, biology, general science, chemistry, and physics. Three schools offer six and one school 7 of the 9 sciences in the list.

Laboratory Recitation Periods. The prevailing plan includes two laboratory periods per week and three recitation periods, 92% of the classes being thus conducted, and only 8% of the classes have the combination of three laboratory periods per week and two recitations. Most of the classes, 86%, have double laboratory periods, ranging from 80 to 90 minutes; the single laboratory period of 45 to 60 minutes is confined to 13% of the classes. In one class the laboratory period was 115 minutes.

In 51% of the classes the recitation period is 40 minutes in length; 40% have 45 minute periods, leaving only 3% with class periods of an hour or longer.

The percentage of schools teaching each subject as elective (E) or required (R) is as follows:

Agr.		Biol.		Botany		Gen. Sci.		Physiog.	
R	E	R	E	R	E	R	E	R	E
59	41	33.3	66.6	20	80	39.1	60.9	43.6	56.4
Physiol.		Zool.		Chem.		Physics			
R	E	R	E	R	E	R	E		
27.5	72.5	0	100	21.1	78.9	35	65		

The year in which each science is offered in the different schools reporting appears in the following table:

Subject	1st year	2nd year	3rd year	4th year
Agriculture	68	61	53	18
Biology	0	10	6	6
Botany	5	7	2	2
General Science	95	15	5	4
Physiology	8	12	18	12
Physiography	4	17	17	16
Zoology	0	4	2	1
Chemistry	2	2	29	31
Physics	1	4	53	86

Most schools do not have prerequisites for science courses as the following data show:

With prerequisites:

Agr.	Bio.	Bot.	Gen. Sci.	Physiog.	Physiol.	Zool.	Chem.	Physics
21	4	0	6	3	7	0	3	25

No prerequisites:

119	24	10	101	36	33	5	35	86
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The total number of classes in each subject:

Agr.	Bio.	Bot.	Gen. Sci.	Physiog.	Physiol.	Zool.	Chem.	Physics
188	20	45	280	50	52	5	65	132

Average class enrollment is:

21	21	25	32	16	21	13	19	16
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Comments: It is evident that general science and agriculture have largely replaced courses in the biological sciences. Physics and chemistry are clearly recognized as third and fourth year subjects. General Science finds its place in the first year, but agricultural, it appears, has not found a settled position in the high school curriculum.

You have noted that Biology, Botany, and Zoology are offered by very few schools. It is only by the sincere co-operation of all science teachers that a definite program may be formulated, which will elevate science to rank with other academic subjects. The teachers of English, of History, of Mathematics, have definite programs in the school curriculum, while Science is relegated to time and space left. Note that Agriculture, for instance, is offered in any year. If we had a definite science program this would not be possible. Science teachers, we must make a decided effort for a definite science program in the new curriculum for high schools.

We have in preparation a summary of the data on methods of teaching and equipment of scientific laboratories.

He was an exceptionally bold and creative man, and he was a schoolmaster, and that is perhaps as near as one can come to a complete incompatibility of quality and conditions. In no part of our social life is dull traditionalism so powerfully entrenched as it is in our educational organization. We have still to realize the evil of mental heaviness in scholastic concerns. We take, very properly the utmost precautions to exclude men and women, of immoral character. But no one ever makes the least objection to the far more deadly influences of stupidity and unteachable ignorance. The heavier and slower a man's mind seems to be, the more addicted he is to intellectual narcotics, the more people trust him, as a schoolmaster. He will "stay put."—H. G. Wells in "The Story of a Great Schoolmaster."

Girls' Clubs in Junior High Schools

By OLGA ALBERTINE BRIDSTON, Critic Teacher, State Normal Training Junior High School, Dillon, Montana.

ORGANIZATIONS such as Girls Scouts, Campfire Girls, and Girls' Clubs are applying in a pragmatic way the theories of girl adolescence. At this period of stress and strain when the girl experiences a general awakening; when she is filled with conflicting emotions which her adult advisors do not understand; when she is neither a child nor a woman; it is then that provision should be made for a constructive program that will direct these creative energies into useful citizenship.

A girls' club in a Junior High School, if wisely organized helps to establish a basis of ideals and modes of conduct for future womanhood at that crucial period when character is formed. The new desires for social recognition, for leadership, for emulation and for sympathetic appreciation are beginning to assert themselves; and if these budding instincts, clamoring for expression, are not given careful consideration, they will often find an outlet in anti-social, destructive, and criminal acts.

In a well-organized Girls' Club, opportunity is given to develop the potentialities of leadership and initiative. Correct standards of conduct exert more influence in a club of their very own than in any other way. The tendency to form snobbish groups can be diverted into ideals of loyalty for a larger group, co-operation and teamwork. Competition and rivalry can be turned into profitable account in helping girls to assume the responsibilities of an office.

Homogeneity is a difficult ideal to attain among a heterogeneous class of girls. In a club there are always some who fail to adapt themselves to the spirit of unity and co-operation. Ideals of social consciousness must be cherished by the girls before success can be attained. So the club-leader must be fully aware that qualities of character must be developed, and a new perspective unfolded before results can be expected.

In a Junior High School, the girls lack the maturity necessary to plan the regular club programs, so that duty is incumbent on the girls' director. The programs should be constructed according to the needs of the particular group. As the aim of the club is to build character thru ideals and to train for

social efficiency, the programs must be made attractive. It is a noteworthy fact that within proper limits the average American girl welcomes direct talks and discussions on behavior and moral problems. There is only one requirement necessary to win the good will and the attention of the average girl, a sympathetic understanding of her problems.

In lieu of special talks by one speaker on abstract subjects such as teamwork, loyalty, courtesy or friendliness, a question-box can be conducted. Choosing groups from the club to look up stories, poems, or to prepare talks on the topic to be discussed followed by a round-table discussion is one method of variation. If interest wanes, pantomimes, original playlets, dramatizations and readings serve to stimulate responsiveness. Musical selections are essential for every well-balanced program.

A constitution of a Girls' Club should contain the name, the object, the creed, membership, officers, and committees and the duties of each.

After a few preliminary meetings the club is ready for organization. The officers are elected; the standing committees are appointed. One of the reasons for several committees is to give as many girls as possible training in assuming a responsibility. Each of the executive officers is given the supervision of a few committees. The president's committee might be assigned the task of looking after the social service and the entertainment; that of the vice-president might be to supervise the friendship, the publicity work; that of the corresponding secretary might have charge of the scrap-book and the poster and bulletin board; that of the recording secretary, the improvement and athletic activities; that of the treasurer, the honor roll and the personal appearance.

The social service committee discovers the various talents of the members that can be utilized in the programs. They report forms of discourtesy; they have charge of any projects that might come under social service.

The entertainment committee provides entertainment on special occasions such as patriotic programs or socials, Mothers' Day and like occasions. The friendship commit-

tee writes, phones, or sends flowers to girls who are sick; shows special courtesy to new girls. The improvement committee cleans up after school entertainments; inspects lavatories; reports untidiness. The athletics committee boosts girls' athletics, plans a program on health, folk-dances and calisthenics during the year, and tries to create a spirit of good sportsmanship. The honor roll committee posts names of girls who have made an average of 90% in scholarship. The personal appearance committee plans one or two programs on dress, manners and cleanliness.

The object and the creed form the basis for the organization and will gradually become a part of the ideals of every girl if the club gains the support and prestige essential for success.

After the first enthusiasm of newness has subsided, difficulties will begin to appear. One of the first enemies to overcome is destructive criticism. Another is small jealousies arising here and there. Dissension is to be expected, but it should encourage the

leader, for it is a sign of growth. Rome was not built in one day; neither do the finer social and moral qualities shoot up suddenly. The field is seeded first, then garnered. So the building up of an organization that needs leadership is a slow process. But such a method will help to develop leaders—a task that has been disregarded by schools in the past. "Scouting for elements of true leadership should be the pastime of every true teacher."

So, the inspiration, the new ambition and the awakened imagination that a girls' organization should stimulate, will be translated into dynamic interests and fresh enthusiasms that will be projected into her school work, her home and her community. A vision of her possibilities will have opened up, and she sees her life is futile without possessing those qualities of character that have been the key-note of success of great women. Her dreams of leadership have partly been realized, and she looks forward to the time when she "can give service so deep that self is forgotten."

Kansas City Establishes A Teachers' Saving Fund and Teachers' Retirement Fund

THE TEACHERS of Kansas City for many years have persistently worked for the establishment of a retirement fund. They have been the leaders in the demand for a revision of the State Constitution so as to permit boards of education to provide such a fund to the end that members of the profession might be spared some of their anxiety over the question of a competency for old age, and that teachers who because of age become inefficient, might be retired without being deprived, thereby, of a livelihood.

Having failed thus far to secure such a change in the Constitution, they have adopted a plan which is legal, according to their advisors, and which will compel each teacher in the system to co-operate in the plan.

The funds collected from the teachers are supplemented by a gift of \$50,000 from Mr. Wm. Volker, a member of the Board of Education. The principal as well as the income of this gift will be used in such a way as to give the teachers who are now old in

the service of the Kansas City schools a retirement fund more nearly commensurate with their term of service.—Editor.

RULES ESTABLISHING A TEACHERS' SAVING FUND AND A TEACHERS' RETIREMENT FUND.

Creation of Funds:

1. There shall be established a Teachers' Savings Fund and a Teachers' Retirement Fund. The Board of Directors shall be and act as trustee of said funds.
2. The Teachers' Saving Fund shall consist of moneys supplied by the teachers as follows: Beginning September 1, 1924, the Board of Directors shall retain the sum of \$10 per month from the salary of each teacher. The fund so accumulated shall be invested by the Board of Directors in securities of the same character as those in which the sinking fund established for the payment of the bonded indebtedness of the School District is required by statute to be invested. There shall be added to said fund the interest received by the Board of Directors from

said securities to the extent of $3\frac{1}{2}\%$ per annum compounded semi-annually. Teachers may be excused by the Teachers Advisory Board at any time before September 1, 1924, but not thereafter, from contributing to said fund, on account of prior heavy financial obligations.

3. The Teachers' Retirement Fund shall consist of all interest received by said Board of Directors on said securities in excess of the interest above required to be deposited in said Teachers' Savings Fund account, and the interest on all gifts, bequests and legacies given to the Board of Directors for said Fund, and with any funds that may be given by any person to said Fund, which last mentioned funds shall be held and distributed by the Board of Directors in accordance with the conditions imposed by the donor thereof. There shall also be added to said Retirement Fund all moneys which may hereafter be set aside for such Fund by the Board of Directors according to law.

Management of the Teachers' Savings Fund and the Teachers' Retirement Fund.

1. The Teachers' Saving Fund and the Teachers' Retirement Fund shall be under the management and control of the Board of Directors of the School District of Kansas City; provided, however, that a Teachers' Advisory Board shall be chosen by ballot by the teachers at the time employed by the School District. It shall be the duty of the Teachers' Advisory Board to meet with the Board of Directors during deliberations on the Teachers' Savings Fund and the Teachers' Retirement Fund. The Teachers' Advisory Board shall not exceed 15 in number and shall include at least one member from the elementary schools, one from schools other than elementary, one from the administrative department.

2. Elections for membership on the Teachers Advisory Board shall be held every two years in the month of May, beginning with May —, 1924. The term of members of the Teachers' Advisory Board shall be six years; provided that the members of the first advisory Board shall determine by lot who shall serve two years, who shall serve four years and who shall serve six years. All vacancies shall be filled by ballot taken as in the manner above provided for the election of members, and such vacancy shall be filled

within thirty school days next following such vacancy.

3. The President of the Board of Directors shall be ex officio presiding officer of all joint meetings of the Board of Directors and of the Teachers' Advisory Board.

4. The Secretary of the Board of Directors of the School District of Kansas City shall keep a complete record of all of the proceedings of the meetings of the Board of Directors and of the Teachers' Advisory Board.

5. The Treasurer of the School District of Kansas City shall be ex officio treasurer of the Teachers' Savings Fund and of the Teachers' Retirement Fund, and shall give a bond in such amount as shall be fixed by the Board of Directors, conditioned for the faithful performance of his duties as such treasurer, which bond shall be approved by the Board of Directors. The treasurer shall prepare an annual statement of the Teachers' Savings Fund and of the Teachers' Retirement Fund, and present it to the Board of Directors on the first Monday of July of each year. Said statement shall be in such form as the Teachers' Advisory Board shall from time to time prescribe.

6. The Secretary of the School District shall keep two accounts; one designated the Teachers' Savings Fund Account and the other the Teachers Retirement Fund account.

7. The Secretary of the School District shall also keep an individual account with each teacher in which said teacher shall be credited with the \$10 retained each month out of said teacher's salary, and with interest thereon at the rate of three and one-half per cent per annum. In crediting the teacher with said interest the Secretary shall compound interest semi-annually.

8. A teacher shall not participate in the Retirement Fund account until after fifteen years of service in the Kansas City Schools; provided, however, that in determining the first fifteen years of service, teachers with experience elsewhere than in Kansas City schools shall be given credit for two-fifths of the number of years of such service. The Secretary of the School District shall keep an individual account with those teachers who are qualified as above provided to participate in said Retirement Fund, and each teacher so qualified shall be credited semi-annually in said account with his proportionate share of the interest accruing to said

Retirement Fund as above provided, and with his proportionate share of my gifts, bequests or legacies donated to said Fund as above provided.

Payment of Teachers' Savings Fund and Teachers' Retirement Fund.

1. Each teacher upon leaving the service of the Kansas City School District, shall be entitled to the total sum to his credit in the Savings Fund account and in the Retirement Fund account.

2. A teacher when declared by the Teachers' Advisory Board to be totally disabled, shall be paid the total sum to his credit in both of said accounts.

3. When a teacher dies during service, his

estate shall be paid the total sum to his credit in both of said accounts.

4. When a teacher is temporarily disabled for a period exceeding the period of pay allowed for absence under the rules of the Board of Directors, all deposits hereby required to be made, may be waived by the Board of Directors until the name of said teacher shall have been replaced on the payroll.

5. When a teacher is given a leave of absence by the Board of Directors, all deposits herein required to be made, may be waived by the Board of Directors during such absence, without the forfeiture of the rights and privileges of the teacher in said funds.

The May Festival at Springfield

FOR twelve years the May Festival has been an annual feature of the closing activities of the Spring term of Teachers College, Springfield, Missouri. Under the direction of Professor Briggs, Director of Physical Education, it has grown from

a means for the expression of physical grace and beauty of movement on a grand scale but also an avenue for the display of musical talent, and dramatic art and imagination as these are related to the department of English.



A Glimpse of the Campus—May Festival, Springfield, 1923.

the simple dance around a single May pole to a program filling the afternoon and early evening and participated in by several hundred of the students of the college and training school. It has come to be not only

As a feature of entertainment it has grown to be the big event of the season. The citizens of Springfield and vicinity attend in such large numbers that the receipts enable Professor Briggs to enlarge the scope

of the Festival from year to year and thus give opportunity for the various organizations of the College to participate.

On the 21st of May the exercises included among other things about fifty May poles, nearly every organization in the training school and college asking the privilege of participation in this part of the program. The whole program assumed the form of a beautiful educational pageant in which Knowledge was the leading character and, of course, she was the May Queen, too. The campus, noted for its natural beauty, was the stage. A few days before the program was given it had taken on the air of a movie studio being prepared for the production of a masterpiece like Robin Hood. There were vine-clad castles with turrets

and towers, battlements, portcullises and loop-holes; even moat and drawbridge. Thousands of lights so arranged as to give the best effects, costumes and characters in keeping with the spirit of "Air Castles," and music expressing the deeper emotions of it all, gave to the pageant an artistic quality seldom attained.

The lines were written in verse by Doctor Virginia Craig, head of the Department of English, and are certainly no disappointment even to those who, through intimate acquaintance with her, always expect her work to be of the very best. The entire Pageant reflects great credit on Professor Briggs, the institution, and the community which patronizes and appreciates this kind of wholesome and cultural entertainment.

High School Instruction in Rural Schools

By CHAS. A. LEE, State Superintendent of Schools.

PERHAPS there is no desire so often expressed by country folk as the one to give their boys and girls the advantage of a high school education, while they remain at home under the direction of the parents and the influence of the home. The value of a high school education is universally recognized. If it is not provided in the rural community the boys and girls must be sent to town to school. This means the breaking of home ties, added expense and too often, I am sorry to say, a lack of proper moral guidance and oversight of the boy and girl at this very important period in their lives. This desire on the part of country folk to provide the advantages of higher education for their children, while they remain at home, has manifested itself in the rapidly increasing number of efforts at consolidation in the rural districts of the state. Already one county has ten first class high schools, seven of which are in consolidated districts. This desire has also manifested itself in a number of cases in the form of parents maintaining high schools by private subscriptions. Expression was also given to this desire by an Act of the last Legislature (See Section 15 of H. B. 352) providing for the teaching of high school subjects in rural schools.

This desire, which has been given expression in so many ways, to give every country boy and girl a high school education, while

they remain at home under the guiding influence of parents, is most commendable, and it is our firm conviction that it will work itself out into a system of secondary schools so that every boy and girl, while they remain at home, may have easy access to a good high school. In our attempt to bring this condition about we must not, in our haste, impose upon our country boys and girls a type of high school training inferior and ineffective and in no way comparable to the training provided for the town boys and girls. It is just in this connection that I wish to speak of the provisions and the limitations of the Act referred to above.

House Bill 352 which was passed by the last Legislature provides that instruction may be given in the ninth and tenth grades in rural schools under certain conditions. The Attorney-General has ruled that the Legislature in this act did not intend to set up a separate class of high schools as distinguished from the present classification of high schools provided for in Section 1137 Revised School Laws of Missouri, 1919, but that the Act is in harmony with Section 1137 Revised Statutes of Missouri, 1919, providing for the classification of high schools. That is to say the same rules and regulations applying to other schools offering the ninth and tenth grades apply in like manner to these schools. In other words, these

schools in order to be approved must meet the requirements of a third class high school. With this understanding of the provisions and the intention of this Act the State Superintendent has formulated the following minimum conditions which such schools must meet in order to receive approval for the work done in such schools:

Conditions of Approval:

1. At least one separate room must be provided for High School purposes.
2. The entire time of at least one teacher must be devoted to the High School work.
3. The recitation periods must be at least forty minutes in length.
4. The teacher must meet the full requirements for teachers of Third Class High Schools.
5. The school must meet the requirements of Third Class High Schools in equipment, library books, maps, charts, etc.
6. Eight units of Standard High School work must be offered, one of which must be Agriculture. This curriculum must be submitted to the State Department of Education for approval before it is offered.
7. No tuition can be charged for attendance in the high school.
8. At least fifteen students should be enrolled in the high school.
9. At least forty cents of the sixty-five cents must be placed in the teachers fund if state aid is desired.
10. These schools should be established only in communities where the possibilities are great for a strong high school in the future.

I want to say quite frankly to the readers of this article that this law, though an expression of a most worthy desire, is at its best only a makeshift. It cannot provide high school instruction beyond the ninth and tenth grades and that instruction must be given under most unfavorable conditions. I believe that the people of the rural sections of Missouri want and are entitled to have a first class elementary school and a first class four year high school so that their children may receive a type of training demanded by our modern democracy. This law nor any law using the little rural school as the machinery, can never furnish this type of education, for the simple reason that the little district school is no

more fitted to meet the modern demands of education than the oxcart is adequate to meet the demands of modern transportation. Not only is the little district school inadequate as an agency of high school instruction but there is grave danger that in our effort to make it serve such purpose as provided in this Act we may greatly reduce its efficiency as an agency of elementary education. The rural teacher today has more than he can possibly do. When I taught in the rural schools of this state I had thirty three classes which I met in 330 minutes. In other words I met a class, assigned the lesson and called up another class every ten minutes during the day. Conditions are not very different today. It is apparent that when this overworked teacher is asked to divide his time between elementary and high school work, the elementary work will be slighted and the high school work will be poorly done. Not only this, but experience in the development of high schools in our towns has shown a very strong tendency to neglect the elementary school and place the major effort and attention on the high school. As important as the high school is we cannot afford to develop it at the expense of the elementary school. The elementary school is the school where all the children go, and we must make it the best possible. It is of first importance and must receive our first consideration. We cannot afford to cripple our elementary school to provide a slipshod high school instruction in the ninth and tenth grades.

A Sound Foundation.

Let us not be deceived, the only way we can provide adequate instruction in the elementary school and in the high school for every boy and girl in the state is through a larger school unit. It can never be done through our rural school district. Our progress, local, state and national awaits a full realization of the truthfulness of this statement on the part of all of our people. We must have a local school unit large enough to provide, first, sufficient wealth to insure adequate financial support of education; second, sufficient number of children to insure interest in the wholesome school activities and economy in instruction; third, a sufficiently large number of school patrons to insure able leadership in educational matters, and fourth, community ac-

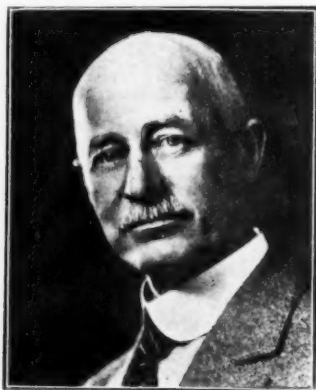
tivities and social conditions which will attract and hold people in the community.

The above conditions are not impossible of realization. In my opinion, we can have such a local unit for education in the rural sections of Missouri through a consolidation. I can see no other means of bringing about such a local unit for the administration of public education. There are in Missouri 5624 rural schools having an average daily attendance of fewer than twenty-five; 799 districts having an average daily attendance of fewer than ten, and in some instances

the average daily attendance is as low as one or two. In most of these 5624 schools, if they were consolidated into the larger units, the people are paying enough money to provide not only an elementary education, but a four-year high school education as well. There is plenty of wealth in rural Missouri to provide first class high school instruction for every boy and girl if we were organized for the economical expenditure of that wealth. Country people must realize that their way out is through organization, co-operation and consolidation.

The Music Master of Springfield

IF music has charms, then R. Ritchie Robertson, Music Director for the public schools of Springfield, Missouri, certainly bears a charmed life, for his is a life filled with music. He is responsible for the music of Missouri's fourth city in point of population, and under his direction may have attained a rank nearer the first place in point of music appreciation.



PROFESSOR R. R. ROBERTSON

For eight years Professor Robertson has lived in Springfield, and for eight years, Springfield has been developing a most remarkable sense of music and ability in its execution. Under Professor Robertson's direction, she now boasts a midget boy scout band, all under twelve years of age; a junior boy scout band from twelve to fifteen years of age; a senior boy scout band, fifteen to

eighteen years of age; a De Molay band; a Shrine band; a Commandery band; a symphony orchestra; a high school band; a high school symphony orchestra; a chorus of 135 voices; two glee clubs; and St. Paul symphony orchestra. The quality of work done by these various organizations may be judged by the fact that the high school orchestra won a state championship in a contest in Columbia. The boy scout band won first place in the State Fair contest, and the De Molay band received highest honors at the State Conclave held last fall. The orchestra has a repertoire of 175 selections of the best class of music. All of these selections the orchestra has played in public. Jazz is taboo, for Professor Robertson believes that one of the main objectives of music work is to familiarize the student with the best music and, of course, this implies familiarizing the public with it also.

He believes that contests may have a value in setting the value of music before the public and giving it the extra publicity which a contest carries with it, but his work is never directed toward the emphasis of winning a contest. Perhaps the fact that he has won so many is due to his saturating his students with the spirit of music, rather than with the spirit of the contest.

Professor Robertson's life, one of exceptional interest, was recently sketched by Miss Catherine Ware and published in the Springfield "Leader." He was born in Scotland, the son of a shoemaker, which trade he endeavored to learn as a boy. Over the mantle piece in the shop where the boy worked, was a long black-board, which the

father and son used as bulletin boards are nowadays used in the halls of many of our schools and colleges, except that this board, instead of having its space devoted to news clippings, hand bills, and various announcements, became pasted over with bits of poetry, philosophy, aphorisms, and epigrams

it since, although he has made several attempts to do so.

While yet a lad, he was made conductor of the band of the little village in northern Scotland. Later he became choir master in a nearby town where the congregation objected to the use of any musical instruments,



Boy Scouts Band

which had been clipped from the current periodicals and pasted on the face of the mantle. It is quite likely that "young Ritchey" devoted more time to reading and memorizing these bits of philosophy than he did to improving the quality of the work which he did on shoes. His success, he attributes in part, to one of these aphorisms which he adopted as a sort of creed. It is "Give to the world the best you've got, and the best will come back to you."

and the choir had to catch the pitch by the aid of an old-fashioned tuning fork. In the meantime he was encouraging other organizations of bands and choirs and orchestras and writing plays and operettas. He has spent some time as a traveling musician with concert companies and orchestras, and it was while engaged in this kind of work that his health broke down and he was advised by a physician to emigrate to a warmer climate. From Scotland he came



High School Orchestra Which Won the Recent State Contest.

Master Ritchie soon decided that his best was in the realm of music and not as a shoemaker. He says he can not remember the time when he could not read music. His father and mother were musical in a small town, old country way, and he was never away from music during his childhood, nor has he been able to stay away from

to Louisiana, and while there, he determined to keep away from music and took up other lines of work. However, his talent soon became known, and he was pressed into the leadership of the choir and soon found himself traveling again giving concerts and trying to raise money for the benefit of the local church.

His interest then took him to Paola, Kansas, where he was successively engaged as a clerk in a grocery store and manager of a department store. Here again he made his effort to stay away from music and again found it impossible. At Paola, his musical ability became so well known that he was called from there to Springfield in 1916 to take charge of the public school music, a position which he has held to the present time.

not imagine how it has been done." In writing the story of his life, Miss Catherine Ware records the following as indicative of the wide spread interest that has been taken in Mr. Robertson's work: "From seven states and from far off New Zealand letters have come asking information regarding boys' bands. The answers to these letters are one of his chief pleasures and much of his time goes into the formation of boys' bands which he will probably never see.



High School Band.

Mr. Robertson says that when he came to Springfield, he found the place saturated with jazz (or ragtime as it was then called). He realized then that a demand for better music must be created. By eight years of work, he feels that he has created such a demand. With long hard hours of work, with infinite patience and understanding, with ability to discover musical ability and talent in any child, Ritchie Robertson has brought the children of Springfield to the point where they call for the very best music of their own accord, and the people of Springfield have come to know and appreciate this sort of music.

In speaking of his success Mr. Robertson says, "It has surprised me myself. I can

Flattering offers, laden with financial promise, make up another part of his mail, but he loves his work here and his heart is here with his Springfield boys and girls." His own future and his monetary success seem to mean very little to him and to quote him again, "It would be mighty hard to get away from Springfield. They have treated me royally here, particularly in the many small courtesies. I don't know but what it is best to go our way rejoicing and let the pay come later, because it does come," which is merely another phrasing of the creed on the mantle piece scrap book, "Give the world the best you've got, and the best will come back to you."

And when the super-producer (the teacher) is properly paid, so that the master mind is attracted to the profession, what new ambition is he to instil into his pupils? The children of the poor are naturally taught to earn their living, but no distinction is made between the actual production of wealth and the transference of it from others; in fact, to get rich with the least possible exertion is the ambition inculcated in the schools. The necessity for work is obvious, but the dignity of creation is ignored, which is hardly surprising when teachers themselves believe that wealth is due to trade, and fail to recognize the fact that from production alone arises the well-being of humanity.—Hecht, in "The Real Wealth of Nations."

Jefferson City Takes Most Progressive Step in History

SCHOOL Building bonds to the amount of \$400,000 were voted by the citizens of Jefferson City in an election held for that purpose on Tuesday, May 13. The bonds carried by a vote of 2488 "for" to 349 "against." The decisive victory at a time when retrenchment seems to be the slogan of the people generally is a remarkable tribute to the progressive spirit of the people of our Capital City and a compliment to the leadership of Superintendent W. M. Oakerson who has had charge of the schools for the past six years.

The co-operation of all interests and organizations was a feature of the campaign. Mr. Hugh Stephens, Chairman of the School Bond Committee, states that much credit is

due to the part played by the Parent-Teacher Association, labor organizations, Knights of Columbus, Modern Woodmen, Security Benefit Association, Rotary, Kiwanis and various other civic organizations. The ward in which the heaviest negro vote is polled showed the strongest ratio of the voters favoring the bonds for while it carried by from three to one to fourteen to one in other wards its majority was 18 to one in this ward.

According to the Capital News the carrying of this bond issue will mean that Jefferson City will have a new high school building, a junior college and improved ward schools.



ALTERNATION

Alternation of high school subjects by years is not permissible. This is a very unsatisfactory arrangement by which small high schools have tried to give more units of work than their equipment and qualifications of their teaching staff entitled them to give.

However, alternation by subjects or studies where there is little or no content sequence may be practiced as an expediency. For example, in second and third class high schools citizenship and vocations in the ninth grade and world history in the tenth grade, and general science in the ninth grade and agriculture in the tenth grade may be alternated. In a first class high school American history in the eleventh grade and American problems in the twelfth grade and English in the eleventh grade and English in the twelfth grade may be alternated. In 1924-1925 the study in the upper grade should be offered and in 1925-1926 the study in the lower grade should be offered. For example, in alternating American history and American problems, the American problems should be offered in 1924-1925. This plan of alternation will reduce the teaching load and will enable the superintendents of small first class high schools to devote half of their time to supervision.

Transcripts.

Official transcripts of superintendents and high school teachers should be on file in every high school in the state. The inspectors will call for these transcripts and they will be considered as one of the factors in examining each school. In addition the transcripts of all elementary teachers in teacher-training schools should be on file.

INSPECTOR ELSEA ANNOUNCES DATES FOR AUGUST PLAN MEETING.

810 E. Scott, Kirksville, Mo.

Dear County Superintendent:

I shall plan to be with you both the morning and afternoon session of your August Plan Meetings on the date listed after your county.

Callaway	August 8th and 9th
Scotland	August 11th
Chariton	August 12th
Lincoln	August 13th
Pike	August 14th
Ralls	August 15th
Knox	August 16th
Schuyler	August 18th
Monroe	August 19th
Shelby	August 20th
Macon	August 21st
Sullivan	August 22nd
Putman	August 23rd
Clark	August 25th
Boone	Date Not Certain
Montgomery	August 27th
Howard	August 28th
Marion	August 29th
Linn	August 29th and 30th
Adair	August 30th
Warren	September 1st and 2nd
Audrain	September 4th
Lewis	September 5th
St. Charles	September 6th
Randolph	September 12th

In most of the counties the county superintendents have planned to have the morning session of this meeting for the teachers of the county and the afternoon session for the school board members and the teachers. I think this a

splendid idea and hope that wherever possible every county superintendent will carry out this plan.

I would like to have the pleasure of talking to both the teachers and to the school board members when I attend this meeting. I shall send out later suggestions for the August Plan Meetings. These will be suggestions only. I think you will have a more definite idea of just what the program should be in your county.

Some of the topics which I wish to discuss at these meetings are as follows:

- How to be a successful teacher.
- What the supervisor expects of the teacher.
- How to sell the school to the community.
- High Schools for very boy and girl.
- Why better rural schools.
- The cost of an education.
- Classification of Rural Schools.
- The relation of the State Department to the public schools.
- County Demonstration work.
- Plan for the coming year.
- The work of the teacher, school board, state department, pupils and patrons.
- The Course of Study.

I was proud of the County Superintendents of Northeast Missouri at the Superintendent's Convention recently held in Jefferson City, every county superintendent being present. This is a better showing than that made by any other Teachers College District.

I am well pleased with the work of the County Superintendents and the way you have co-operated with the State Department in the past year. I do not believe that any other District has made so good a showing as has the Northeast Missouri District during this time. The State Department as a whole is very proud of the Northeast District and of the showing it has made this past year.

I am also glad to note that Northeast Missouri District ranks first in membership to the State Teachers' Association, 94.9%. That is fine, let us make it 100% next year. I know that you will do your part.

Looking forward with a great deal of pleasure to our work together, for the coming year, I am,
Very sincerely yours,

A. F. ELSEA,
Rural Supervisor, Northeast District.

THOMAS JEFFERSON AND THE PUBLIC SCHOOLS

(Continued from page 272.)

urgent need for public schools, again unsuccessfully. In 1795 he favored the transfer of the entire faculty of the Swiss College, of Geneva, to Virginia. While serving as Minister to France, Mr. Jefferson had given close study to European schools and methods of education. He felt that the college at Geneva was the best in Europe, basing his judgment upon the liberal spirit of that institution. His desire to bring the faculty to America shows his earnest wish to secure the best that could be found. His plan was abandoned, largely because George Washington felt that the importation of foreign professors would be inexpedient, especially when these teachers were "at variance with the popular party in their own land." Others thought the scheme hazardous and expensive. After five years, in 1800, we find Mr. Jefferson, undiscouraged, writing to Dr. Priestly, an eminent scientist from England, the following: "We wish to establish in the upper district of Virginia, more central than William and Mary College, an University on a plan so broad and liberal and modern as to be worthy patronizing with the public support, and be a temptation to the youth of other states to come and drink of the cup of knowledge and fraternize with us." In 1803 he wrote to Professor Pietet of Geneva College: "I have still and constantly in view to propose to the legislature of Virginia the establishment of a good seminary of learning on as large a scale as our present circumstances would require or bear. But as yet no favorable moment has occurred. In the meantime I am endeavoring to secure materials for a good plan. With this view I am asking the favor of you to give me a sketch of the branches of science taught in your college, how they are distributed among the professors; that is to say, how many professors there are, and what branches of science are allotted to each professor, and the days and hours assigned to each branch. Your successful experience in the

distribution of business will be a valuable guide to us, who are without experience." Complete confidence that his efforts were to be successful, and the willingness to use the best practical knowledge of others are here shown. Quotations might be continued indefinitely showing that Mr. Jefferson's absorbing aim, the establishment of a great school which would allow the widest choice of study and the most complete degree of research in scholarship, was never for a moment abandoned. Opposition and indifference failed to weaken the tenacity or discourage the hope with which he clung to his faith.

Finally, in 1818, the legislature passed a bill approving the establishment of a University and appointing a commission of twenty four members, with Jefferson as chairman to decide upon the branches of learning which should be taught, the number and description of the professorships, and to formulate provisions for organizing and governing the University. The commission made a close study of the matters delegated to it. Its report, written by Mr. Jefferson, was submitted to the legislature on August 4, 1818. It was accepted, and his long-cherished dream became a legal reality on January 25, 1819. The report of 1818 contains Mr. Jefferson's entire philosophy of Education, summarizing his observations and reflections of forty years. It sets forth in tangible form the lifelong vision of a profound and practical philosopher, whose whole aim of life had come to be the advancement of human welfare. Therefore we quote from it:

"The objects of primary education determine its character and limits. These objects would be:

"To give to every citizen the information he needs for the transaction of his own business.

"To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts, in writing.

"To improve, by reading, his morals and faculties.

"To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either.

"To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor and with judgment."

"And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed."

We talk a great deal today of Education for Citizenship. Has anyone improved upon Mr. Jefferson's statement of the idea in the last sentence quoted?

The report goes on to outline the purposes of higher education, but the limited scope of this paper precludes further quotation. However, there is one passage which every educator should treasure among his cherished possessions. It says, "Education generates habits of application, of order, and the love of virtue; and controls by the force of habit, any innate obliquities in our moral organization. We should be far, too, from the discouraging persuasion that man is fixed by the law of his nature at a given point, that his improvement is a chimera, and the hope delusive of rendering ourselves wiser, happier, or better than our forefathers were. As well might it be urged that the wild, uncultivated tree, hitherto, yielding sour and bitter fruit only, can never be made to yield better; yet we know that the grafting art implants a new tree on the savage stock, producing what is most estimable both in kind and degree. Education in like manner, engrafts a new man on the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth. It cannot be but that each generation succeeding to all the knowledge acquired by all those who preceded it, adding to it their own acquisition and discoveries, and handing the mass down for successive and constant accumulation, must advance the knowledge and well being of mankind, and infinitely, as some have said, but indefinitely, and to a term which no one can fix and foresee." Very few indeed have defined the purpose of education so clearly and comprehensively, or with such an optimistic faith in human progress.

To summarize, then, the conception of education which actuated Mr. Jefferson's life-long activity in its behalf, we find it to be a very broad one. "An University on a plan so broad and liberal and modern as to be worthy of the public support," and again, "eternal hostility against every form of tyranny over the human mind," meant a great deal. This liberality amounted to heresy when it was so ably championed by Mr. Jefferson, as might be inferred from the words, "For here we are not afraid to follow the truth, wherever it may lead, nor to tolerate any error, so long as reason is left free to combat it." It would be interesting to know how many institutions in America were permitting such freedom of opinion at the time. Mr. Jefferson has been called an individualist. His definition of the objects of education, "to enable him to observe with intelligence and faithfulness all the social relations under which he shall be placed," shows him as regarding the general social welfare as fundamental. Constant growth into something higher and better, a more helpful participation in society, was the ideal. To fix this in mind, read over the words beginning, "Education, in like manner, engrafts a new man on the native stock, and improves what in his nature was vicious and perverse into qualities of virtue and social worth." He continues to speak social inheritance and its transmission—"handing the mass down for successive and constant accumu-

lation, must advance the knowledge and well being of mankind . . . to a term which no one can fix and foresee." His conception was, then, the development of the individual through inward freedom into a socialized being who would grow as he learned the truth about all things, and who would contribute to the common good in proportion to the rate of his inward development. Unrestricted freedom of mind and spirit was the sine-qua-non of complete self-realization. Here ~~was included a vision so broad in scope, so far-reaching in possibilities, that we have been moving toward it these hundred years, and are not likely to realize it entirely for many more years to come.~~

It is interesting to notice the means by which this ideal was to be approached, in view of our subsequent development of public schools. Mr. Jefferson's bills of 1776 and 1778 contained a comprehensive plan for schools, dividing the state into ten districts and each county into hundreds, each of which was to be five or six miles square. The details embraced:

1. An elementary school in the center of each hundred, giving to the children of every citizen instruction in reading, writing, common arithmetic, and general geography.
2. A college in each district for teaching two languages, ancient and modern, higher arithmetic, geography, and history. This placed a college within a day's ride of every inhabitant of the state, and provided for complete education at public expense for selected children of the poor, who should have indicated in the elementary schools any pronounced "aptness of judgment and correct disposition."
3. A University near the center of the state, at which all branches of the sciences deemed useful in that day should be taught.

This shows that as early as 1776 this plan was definite in detail, yet broad enough to embrace a complete system of education from the lowest to the highest degree, and for all classes at public cost. The plan was not approved by the legislature until 1819. Upon its final approval it was the same plan urged by its author forty-three years earlier. Details had been modified, but the essentials remained the same. These essentials are the same today, in all of our state public school systems. In 1818 Mr. Jefferson wrote to a friend, "A system of general instruction which shall reach every description of our citizens, from the highest to the poorest, as it was the earliest, so it will be the latest, of all the public concerns in which I shall permit myself to take an interest." Mr. E. P. Powell, in the New England Magazine (vol. 11, p. 762) summarizes Mr. Jefferson's opinions on public schools:

"Education was an affair of the state, to be paid for and fostered by direct taxation. It left the churches to establish and sustain such schools as they chose. Every child born into the state was born not only as a citizen, with rights and duties as such, but also as a pupil . . . he could not escape his relation to the ballot-box or to the schoolhouse."

In 1815 Mr. Jefferson wrote to Joe C. Cabell:

"Were it necessary to give up either the Primaries or the University, I would rather abandon the latter because it is safer to have a whole people respectably enlightened, than a few in a high state of science and the many in ignorance. This last is the most dangerous state in which a nation can be."

In 1822 Mr. Jefferson wrote these words to Dr. W. T. Barry of Kentucky:

"A popular government without information, or the means of acquiring it, is but a prologue to a farce or a tragedy, or perhaps both. Knowledge will forever govern ignorance."

These two quotations alone are sufficient to establish Thomas Jefferson as the father of Democracy in the deepest sense of the term.

Mr. Jefferson's passion for liberality found full expression in his organization of the University of Virginia. A statement of the cardinal principles of that institution reads like a mental and spiritual declaration of independence. It is not surprising that its founding was one of the three things which Mr. Jefferson wrote into his own epitaph. Space limitation forbids any statement of those principles here, but one or two comments by others may be noticed. Mr. Hamilton W. Mabie wrote, "It fulfilled Jefferson's noble conception of the place of a University in a democratic society. It was our first real University. It is the most democratic of American colleges in its organization." Schouler, in a Life of Jefferson says, "Vicissitudes shared by Virginia herself have kept this institution perhaps from making its impression felt throughout the Union; but the oldest and richest of America's institutions have, in later times, enlarged their spheres of activity upon a similar model. All the strong ideas which Jefferson's University

put in force for the first time upon American soil remain to this day as the founder fixed them. . . . In matters of higher education, Jefferson, as a close student of comparative systems and an adapter to the American age, was much further in advance of his time than in politics; and hence his fame in that respect has come less rapidly, but it will come at last." In the World's Work of July, 1921, occurs the following, quoted to show how Mr. Jefferson's philosophy of education as social service has borne fruit: "One of the proudest boasts of this historic institution is that more than half of the 22,600 students who passed through its halls have gone into public service." Could Mr. Jefferson have foreseen this record, he would surely have had his reward.

We cannot follow further. It would be interesting to trace the influence of "the sage of Monticello" upon our public and private institutions of learning. The purpose of this paper was to note his influence upon public schools. We have found that his lifetime devotion was to the cause of freedom, that he was untiring in the pursuit of his vision even unto the end, and that at the close of a long life rich in service he could well have said, with the Apostle Paul, "I have finished my course, I have fought a good fight, I have kept the faith."

HISTORY OF EDUCATION IN MISSOURI

(Continued from page 273)

these colleges slowly revived. Most of the Cumberland Presbyterian churches were located in the rural districts. Farmers were hit hard by the panic of 1873. In that year McGee College suspended. Fifteen years later its successor was established at Marshall and christened Missouri Valley College. It was fostered by the synods of four states, hence was not exclusively a Missouri institution. Westminster College was the leading institution at the outbreak of the Civil War. Dr. S. S. Laws came to its presidency in 1855 and continued for six years. He was young, scholarly and a wise administrator. His great work at Westminster paved the way to his presidency of the State University in its formative period in the 70's and 80's. Westminster was also fortunate in having that great philosopher and preacher, Nathan L. Rice as president for many years following the Civil War. He organized the college on the department plan used at the University of Virginia and secured a strong faculty of the best men to be found south of Mason and Dixon's line. The spirits of Laws and Rice still influence the passing events at Westminster. Central College started slower but had very similar experience. While it was a worthy institution from the beginning, it really did not come into its own until Dr. E. R. Hendrix became president in 1878. While Rev. E. M. Marvin never had faculty connection with Central College, he had much to do in founding and maintaining it. The influence set up by Bishop Marvin and Hendrix still guide in its affairs.

William Jewell College had, possibly, more varied vicissitudes in its career. From 1867 to 1892 it stemmed adversities, but always held to high standards. Dr. J. P. Greene became president in 1892 and from that year it has greatly prospered. It is perhaps today the leading church college in the state. These three colleges have grown in strength and influence and are

among the strongest small colleges in any land.

In 1895, "The Committee of Nine" of the State Teachers Association fixed the minimum productive endowment for a college at one hundred thousand dollars and thereby hangs a tale. The Cumberland Presbyterians determined not to re-establish their college with less than a hundred thousand productive endowment. This was accomplished by 1888 and three of the "Committee of Nine" had taken active part in raising that endowment. By the union of Cumberlands with the Presbyterians, Missouri Valley became a regular Presbyterian College.

Our State University was established in 1829, but it was only a good college for nearly thirty years. It had to contend with a strong prejudice against "A Godless Institution." It was able to add a School of Agriculture in 1870, of Mines in 1871, and of Law and of Medicine in 1872. From this time it began to function as a University. It has become in fifty years one of America's great universities compared of many schools and colleges.

Washington University was opened in 1857 and granted its first degree in 1862. It was merely a college of arts and sciences until 1867, when it added its law school. The engineering school was organized in 1869. The Missouri Dental College became a department of the University in 1892. The Missouri Medical College and the St. Louis Medical College were united and became the Medical School of Washington University in 1899 which laid the foundation for the greatest medical school in the country. It has unlimited resources. Since the beginning of 1924, Rockefeller has completed a four million endowment for research work in the field of medicine. His last gifts were six hundred and fifty thousand for maternity cases and four hundred thousand for preventive medicine. The World's Fair in St. Louis in 1904 marks the beginning of a new era in the life of both our

great universities. Their expansions have been satisfactory, if not marvelous, in the twenty years. Washington in its new buildings and surroundings near Forest Park has the equipment, the productive endowments, the faculty and the setting to equal the best on this continent. Missouri has not equipment and money equal to some other state universities but it is rich in men and moral forces. Missourians have been slow to respond to the call for large appropriations, due, no doubt, to the predisposition to look to the outcome before being committed. The state is indeed fortunate in its having two institutions so well prepared to do research and graduate school work. Again two very able and experienced men have been called to direct their affairs—Dr. Stratton Brooks at Missouri and Hon. Herbert Hadley at Washington.

An institution known as Christian University was located at Canton in 1858. It was little more than a Junior College until in recent years. Since it received some larger endowments, it has changed its name to Culver-Stockton College. Its work is now recognized as standard and is perhaps the best endowed denominational college in Missouri.

There are six members of the Missouri College Union not yet named. They are of more modern origin. Drury College was located at Springfield in 1873; Central Wesleyan College, at Warren-ton in 1874; Park College at Parkville, in 1875; Tarkio College, at Tarkio, in 1883; Missouri Wesleyan College, at Cameron in 1889. Each of these has a unique history but the limits of this article will not permit their being related here. Lindenwood College at St. Charles, for many years a Junior College, has recently become a full-fledged Senior College and has the distinction of being the only exclusively female college in the Missouri College Union.

There are eighteen standard Junior Colleges in Missouri. Three of these are parts of city school systems in Kansas City, St. Joseph and Flat River; LaGrange College at LaGrange, Palmer College at Albany and Southwestern College at Bolivar are co-educational. Three in St. Louis and one in Kansas City are church schools maintained largely by local patronage. The other eight are endowed female institutions and draw large patronage from southern and southwestern states. They are Central at Lexington, Christian and Stephens at Columbia, Cottey at Nevada, Hardin at Mexico, Howard-Payne at Fayette, and Synodical and William Woods at Fulton. Junior Colleges meet strong needs and we may expect their multiplication in connection with city public school systems.

Many other excellent colleges came into existence in Missouri and rendered the state invaluable service for a time. Along in the 1850's, Mount Pleasant College at Huntsville, Grand River College at Edinburg and Carleton College at Farmington sprang into existence, each backed by large community interests and promoted by men of high character, filled with divine passion to teach. These institutions bravely bridged the chasm of the Civil War and did a large part in promoting the best types of education in Missouri for twenty years following the war. The passing of the great souls who founded them and the growth of state institutions made it impossible for them to continue. These and many other less notable Missouri Colleges filled a great educational need before the state's duty to foster education was duly recognized.

At the State Teachers Association in 1887, Dr. S. S. Laws, then president of the State University secured the adoption of a resolution ask-

ing for the articulation of public high schools with the University and for the affiliation of colleges and academies with them. At that time a much larger percentage of both secondary and higher instruction was given in private and church schools. This met with opposition from the smaller colleges, but there was hearty response from high schools. There was activity in revising courses of study. History and civics and laboratory sciences were popular additions to high school courses of study. Just after this three able educators made their appearance among Missouri school men. Dr. R. H. Jesse became president of the State University and Dr. W. G. Chaplin, chancellor of Washington University in 1891. Dr. W. H. Black had been installed as the first and only president of Missouri Valley College in 1890. They immediately caught the articulating and affiliating spirit. They secured the formation of the Missouri College Union in 1893. In 1895, the State Teachers Association appointed the "Committee of Nine" to define colleges and high schools. This committee, consisting of the three presidents named above and Pres. Geo. L. Osborne of the Warrensburg Normal School, Colonel A. F. Fleet of the Mexico Military Academy, State Superintendent John R. Kirk, Principals J. D. Wilson of Sedalia High School, L. J. Hall of Montgomery High School and W. T. Carrington of Springfield High School, made report in 1896 which fixed the status of secondary and higher education in Missouri and laid the foundation for their rapid development.

The report of the "Committee of Nine" recommended that an institution should meet the following requirements before being designated as a college: (a) four years of academic study, (120 hours) for a bachelor's degree; (b) six members of the faculty each giving entire time to the institution and specially prepared to teach his designated subjects; (c) sciences must be taught by the laboratory method; in well equipped laboratories for teaching biology, physics and chemistry; (d) adequate grounds, buildings and equipment and a productive endowment of not less than \$100,000; (e) preparatory departments should be discontinued or separated entirely from the college. Admission requirements should be designated in "points" (later units). The definition of a "point" and the requirements in the different subjects were long discussed by the committee. Four members of the committee strongly supported requiring "points" in ancient and foreign languages for admission. A bare majority of the committee favored reducing language and mathematic requirements and increasing them in science, history and English. This is the first time that high school teachers had been granted a voice in determining admission requirements to college. A majority of that committee acted on the theory that it is as much the duty of higher education to adjust its work to the secondary schools as it is of secondary to adjust its work to the higher. Many mooted questions of long standing and of which the present generation of school men have heard little were settled by the report of the committee.

The Missouri College Union consisted at first of Central, Drury, Missouri Valley, Westminster and William Jewell College and of the State and Washington Universities. As they could or would meet all the requirements set up by the "Committee of Nine," St. Louis University and Park, Tarkio, Central Wesleyan, Missouri Wesleyan, Culver-Stockton and Lindenwood College have been added. Many good colleges were slow in

eliminating secondary work, but many who fought against the standards finally accepted the situation and worked out what is now known as Junior College, which designates an institution that offers the first two years of college work and may, or may not, offer the last two years of secondary work. While Junior College was first applied to colleges for women and accepted to relieve them of some embarrassment relating to endowments, equipment and secondary work, it has come to be thought of as an institution filling a unique and necessary place in a system of education. The universities began forty years ago to eliminate secondary departments and to encourage the organization of public high schools, so will they now begin to eliminate the Junior College subjects and encourage the organization of Junior Colleges as parts of the public school systems. This is a logical outcome, for the average high school graduate is two years younger than he was a generation ago. There are both educational and economic reason for keeping sixteen to eighteen year old boys and girls two year longer within the home environment. It will also improve standards in the universities.

There is need for another "Committee of Nine" to define terms anew, to designate the first six years of public school as "elementary," the next four as "junior high," the next four as "senior high" or as "junior college" and last two years below graduate as "senior college." The trend is strong in that direction. It will not be difficult to make all necessary adjustments.

At the opening of the new century, every thing was set for rapid changes in school situations. The church and endowed colleges joined in the demand for higher academic standards in the nor-

mal schools, as well as in all institutions doing college work. At that time there were more than sixty institutions called colleges. The number has been reduced to fifteen standard colleges and eighteen junior colleges. There are, perhaps, a half dozen others not yet up to standard. Many so-called colleges closed their doors.

There have been many changes in subjects offered. English language and literature has been given the leading requirement in practically all colleges. History and social sciences have claimed large attention. Physical and biological sciences have called for extensive equipment and every college now has three or more well equipped laboratories. Most colleges have organized strong departments of education—better than the university had a quarter of a century ago. Some of them have been adjusted to the trend to vocational teaching. Christian colleges have rendered Missouri high and conspicuous service and have a right to claim part in our educational planning and a real place in our educational system.

Only state or heavily endowed institutions can take a leading part in preparing for professions or vocations. In the fields of research and experimentation only heavily endowed or state institutions can enter. So long as there are religious denominations there will be demand for a type of Christian education that can be given only in Christian colleges. The state has ever encouraged such colleges by granting charters, exempting property and endowments from taxation and by extending certain privileges to their graduates. The state recognizes them as integral parts of the state's system of education. It is hoped that such relationship may long continue.

Pedagogic Punches

By FRED ANTHONY.

The man at the top is usually in the habit of going to the bottom of things.

Some folks who might shine in the footlights get lost in the darkness trying to get in the spotlight. But of course these are not school people.

And this one should stick: "The pupil should be immersed in the personality of the teacher."

Here are three magic words for the use of school superintendents and principals, and indeed for any one exercising administrative authority: ORGANIZE, DEPUTIZE, SUPERVISE.

A stated statistician states in a statement that twelve out of every one hundred English letters on a printed page are silent letters. This may be true on a printed page, but they will make noise enough when used on our typewriter.

And we've noticed this also,
As sure as you're born.
The bummer the fliver,
The louder the horn.

According to national figures, in 1913 the expenditures for all governmental purposes was 9.24 per cent of the national income, of which public schools claimed 1.51 per cent, or one-sixth. In 1921 expenditures for all governmental purposes was 16.75 per cent of the national income, of which public schools claimed 2.15 per cent, or one-eighth. School costs have not, therefore,

kept pace with all governmental costs, although many new departments have been added and high school enrollment has doubled in that period.

It is aptly said that lawyers are paid for their mistakes, doctors bury theirs, preachers pray over theirs, while teachers live to be often reminded of their errors.

This is a hard year for burglars, too. Several reports have come of their breaking into school buildings.

Trouble with some superintendents is that they lose their keys and promote themselves prematurely from a job to a position.

Maybe some school boards object to teachers bobbing their hair because a new crop is grown in school hours.

Between the play and the practice,
As the clock is striking the hour,
Comes a pause in the day's occupation
That is known as the study hour.

Who is to blame for all this talk about the non-taxpayer? Maybe we have been teaching Civics wrong. Teachers, for instance, do not usually own property in the district they serve, but they pay local tax every time they pay their board bill, settle their laundry account or buy a new bonnet. Verily, we have not been thinking straight on these matters.

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We wonder why some writers constantly "have a pick" at school boards. The members of these bodies are just as human as school teachers are, even if they are not as nearly divine as some teachers. They are subject to many of the same criticisms as teachers are and they have no salary to console them.

"All roads lead to Washington," is the slogan for teachers this summer, since the National Education Association has designated the Capitol

City as the place for the annual convention. And we might add to this slogan, "and these roads are being oiled."

Two important questions confront many teachers at this time of year, "Where shall I spend my vacation?" and "Where shall be my next year's job?" No other profession is fraught with such pleasureable annual mystery. Glorious isn't it?

A Radio Message. A Mother to the Motherless Talks for Delinquent Boys and Girls

AS chairman of the Juvenile Protective Committee of the Missouri Branch of the National Congress of Mothers and Parent-Teacher Association, let me begin my talk by explaining the object of the work of this committee which is being done in each of the 46 state branches.

First: To help any child who lacks adequate care, protection and guidance in the home.

Second: To help parents, who for economic or other reasons fail to provide a proper home.

Third: To co-operate with other agencies making every community desirable and safe for the rearing of children by providing constructive recreation facilities, and eliminating degrading influences and objectionable features.

Fourth: To aid in creating an informed public opinion, an intelligent co-operation in the prevention of juvenile delinquency and neglect, and the promotion of constructive and preventive measures for the protection of children.

The Parent-Teacher Association is closer to the job of making citizens than any other organization, as its fundamental purpose is for better trained parenthood.

Every mother and father is a teacher—your child may be influenced by the worst child in your locality. You must recognize the fact that until every part of your community is safe for every child, it is not safe for your own children, however closely you safeguard them. It costs \$200 a year to educate a child. It costs \$100 a year to support a criminal. Most of our court children are graduates from the great school of the street, counteracting all other early teaching.

If a child is rightly educated, the chances are all against his graduating in crime. It is a noticeable fact that criminals today are younger than ever before. All of these youngsters have had some schooling yet none of them had any real understanding of their failure to live up to the ordinary standards of decent life. Each child has a right to be understood—to have his powers and talents discovered and developed in the direction of and to the measure of his capability. Children differ in their mental capacity and special talents. They may be troublesome and rebel against authority, both in the home and in the school. Usually under these circumstances, the need is for adjustment rather than punishment.

The home, the church and the school are responsible for training the child in the fundamentals of character and for establishing him in the right habits of conduct. A study of juvenile delinquency reveals an appalling lack of moral standards among children.

If all boys and girls had a time, place and

equipment for free spontaneous, joyous play, and the intelligent comradeship of their parents in their amusements, delinquency would rapidly decline. The home is the foundation of civilization. In homes of poverty or wealth, parents may be incompetent, selfish, neglectful, over-indulgent and incapable of training their children. To be a good father or mother is the most wonderful achievement in the world. "How may we help in Juvenile Protection work, when we have no local Juvenile Court?" is asked by our earnest Parent-Teacher workers. Some of our very best work in protecting and assisting boys and girls is being done by women who have never attended Juvenile court.

Intelligently assisting one boy or girl to attend High School may be the means of redirecting a life into nobler channels. To lovingly welcome the poor misguided boy or girl who has served his or her time in a reform school, to help them secure positions, welcome them back into the church and the local social life, may be the means of building for that boy or girl a life of usefulness in your community.

In the past four years, I have had four girls paroled to me from penal institutions. After three or four years of institutional life, these girls are dazed by coming back into contact with the world, and, when allowed to go back into the same environment, meeting the same old associates, they again "go to pieces." Girls with the most earnest desire to do the right thing are overwhelmed with insidious influence.

Mary was picked up on our streets after a half-brother in a neighboring city, had failed to manage this orphan girl. Her father had died a few months previous and with the influence of an immoral stepmother, this girl was far from normal living. She was just thirteen, from a small Nebraska town, and ignorant of the ways of a big city. The question of what to do with her was a serious one. She was placed in an institution for medical care and after the cure was effected she was placed in the home of a teacher where she reviewed her year's school work and in seven weeks, and passed with an M-plus average into High School. In a school for girls, Mary learned to cook, serve and do all kinds of housework. With the aid of the Mary Horman Weeks scholarship foundation fund, she is kept in high school, earning her room and board in a family. I have had Mary a year and she is as dear to me as my own. Single-handed, one could not carry on in this work, but with co-operation with all our agencies, the church and the Parent-Teacher Association, it is not an impossible task. With fifteen girls trusted to my care, I am sure I am the most privileged woman in the world. The Sunday afternoon's pleasure for these girls must

be supervised, and in my work, I simply have them come to my home on Sunday p. m. and we are just one happy family.

These paroled girls are not bad girls. They are paroled because they are not bad. In our local court nearly all first offenders are put on parole from a period of 3 to 6 months, reporting weekly to our Juvenile Court. If they make good, their cases are dismissed and no record kept against them. Many of my girls are just homeless and have never been brought into court.

There is no theoretical way in which Juvenile Protection work can be done. Each girl's or boy's case must be handled just as each girl and boy in the home must be dealt with separately. It is always an individual problem.

Let us try to realize that the girl or boy often classed as delinquent is no different from our own children placed in the same environment and under like conditions. There is no one to protect, shield, forgive or cover up their mistakes. Some of the most serious delinquencies might often be corrected and settled out of court, if the worker handling the child would put herself in the role of mother and act as though it were her own son or daughter.

I was called to the telephone one day by a woman, in whose home I had placed a paroled girl, telling me this girl had stolen a pair of her silk hose and asked how she should handle the case. My reply was, "Just as though she were your own daughter." The advice was appreciated and followed. The girl was allowed to pay for the hose and in this way was helped to build character that had not been built in tender years, which environment and lack of understanding had prevented.

On my return home yesterday, I found one of my motherless girls had been there. She has been a ward of our Juvenile Court since four years of age; has never known a home; her own mother is in an insane hospital; nearly all of her life has been spent in institutions. She had written this little original poem and left it on my desk. It so clearly shows our relationship that I will read it to you, just as she wrote it.

TO MY MOTHER BRADBURY

I've tender recollections I will cherish all my life,

And age will make them dearer day by day.

They're the memories of my mother, and they'll last 'til early dawn;

'Cause they drive my childish troubled thots away.

I'll remember in the evenings when the fire is burning bright,

How she calls me to her side and says to me,

"Come here, you little white child, and kiss your mother dear,"

So I'll ne'er forget the lessons that I've learned at Mother's knee.

How her loving voice does cheer me when on week ends I return.

From working as probationer all the week;

Each gentle word brings comfort and her soft-toned tones bring tears,

But there's no one like my mother; none so gentle nor as sweet.

It breaks my heart to leave her, even for a day or two,

For she's the only treasure that my life holds dear to me;

She is gentle and so kind, and I'll ever bear in mind,

The many golden lessons that I learned at Mother's knee.

—One who loves her Mother "B."

When you tuck your own little ones in bed tonight, will those, who are listening in, that are willing to give of themselves to help in your own community, the unfortunate or neglected girl or boy to come back to a life of usefulness or to make good in a fine splendid way, please write to Mrs. E. W. Bradbury, 610 Y. W. C. A. Building, Kansas City, Missouri, and let me help you solve some delinquent problems and make the Juvenile Protection Committee of the Missouri Branch of the N. C. M. & P. T. A. a real factor in building for good for the girls and boys of Missouri.

Dean C. A. Phillips Accepts Position at Missouri University

THE friends and Alumni of the Central Missouri State Teachers College will regret to learn that Dr. Claude A. Phillips, who has been acting president during the absence of President Hendricks, is to leave that institution to take up his work at the University of Missouri University in September. He has been elected Professor of Supervision in the Graduate School.

As an educator Dr. Phillips has had various experiences. He graduated from the Odessa College at Odessa in 1882; took his Master of Arts degree in Chicago University in 1910 and his Doctors degree at Peabody Teachers College, Nashville, Tennessee in 1919. A salary of \$200 for six months was paid him when he began teaching. Later he was superintendent at Lexington, Missouri. In 1906 the Board of Regents elected him to the faculty as teacher of Pedagogy. Later in 1911 he was placed at the head of the Department of Education and in 1912 he was made Dean of the Faculty which position he has retained since then.

During the time he has been connected with the college he has written four books. These are: "History of Education in Missouri," "Fun-



DEAN CLAUDE A. PHILLIPS

damentals of Elementary Education," "Origin and Development of Teacher Training in Missouri," and "Modern Methods in the Elementary Curriculum."

"My aim in my work," said Dr. Phillips, "has always been to professionalize the teachers of Missouri." With this aim in mind he has continually labored to raise the standard of the teaching profession throughout the state.

Addressing the State Convention of County Superintendents recently he gave as the reason for his accepting the work at the University of Missouri the larger opportunity it offered for scientific work on the problem of elementary supervision. Doctor Phillips has for several years been interested in this phase of education and is regarded as a leading authority in this field. It is a rare opportunity that has come to a most worthy educator and Dr. Phillips' many friends throughout the country have every reason to believe that his work at the University will result in valuable contributions to the solution of a problem which is large enough and acute enough to challenge the attention of and demand careful study from such men as he.

COUNTY SUPERINTENDENTS CONVENTION ADOPTS PROGRESSIVE RESOLUTIONS.

THAT was regarded by many as one of the most helpful conventions of county superintendents ever held in the state was their Sixteenth Annual Convention held at Jefferson City on April 28 to May 2. This is one of the most important educational meetings of the year and the most important as to influence on rural schools and rural school policies. The county superintendents are men and women who know the needs of the schools and are acquainted, by direct contact, with the difficulties that lie in the way of school improvement as well as with the resources which can be commanded for their growth and development. Their discussions are not entirely from the viewpoint of the class-room theorist who with figures and facts formulates a program that may or may not be applicable to the situation, but they are based upon knowledge of actual conditions and a real familiarity with the materials with which they have to work.

This convention might well be characterized as one in which practical problems were discussed by practical people with practical purposes.

The Convention elected the following officers for the ensuing year: President, Mrs. Clara E. Graham, of Mississippi county; Vice-President, Mr. Fred C. Roach, of Buchanan county; Secretary, Mrs. Anna L. Swartz, of Knox county; and Treasurer, J. Clyde Akers of St. Francois county were re-elected to their respective offices.

In addition to the following resolutions the commending President Stratton D. Brooks for his manly reply to the attack of Nicholas Murray Butler on the Eighteenth Amendment was offered and adopted from the floor.

RESOLUTIONS.

We, the County Superintendents of Missouri, again affirm our belief in the following principle: That education is a function of the state; that the state should equalize the educational facilities provided for all the children of the state by taxing the wealth of the state where it is spending the money where the children are; that the welfare and safety of the individual

boys and girls, demand that they receive at least twelve years of schooling.

Be it therefore, Resolved: That we pledge our united support to all measures—legislative and otherwise—that tend toward the observance and practice of these principles.

Be it further Resolved: That we, collectively and individually, accept the responsibility of guiding and creating public sentiment of the people to a strong belief in and the active support of these measures.

Be it further Resolved: That we request State Superintendent Lee to draft a bill for presentation to the next General Assembly which will provide twelve years of educational opportunities within reach of every boy and girl in Missouri.

Resolved further: That we thank the Governor and Mrs. Hyde for the reception tendered the County Superintendents, and State Superintendent Lee and his assistants for their untiring efforts in making our Convention not only profitable, but pleasant.

J. C. HUMPHREYS,
WALTER WEBB,
ELMER H. WHITE,
T. R. LUCKETT,
M. WRAY WITTEN,
EARL DUNCAN,
WALTER COLLEY.

"SOILS AND CROPS," NEW BOOK WRITTEN BY PROF. GEHRS.

Prof. John H. Gehrs, instructor in agriculture at the Cape Girardeau Teachers College, and the author of several books on agriculture for rural schools has received a copy of his newest book, "Soils and Crops," which will be ready for distribution this summer.

The newest work of the Cape Girardeau agriculturist is a companion book to "Live Stock and Farm Mechanics," a text book which was prepared by him two years ago, and is to be used in the elementary grades of the rural schools. Like the other book, the latest publication is interesting and deals largely with farm problems, as they are known to the average boy and girl on the farm in this country.

The book is designed, with the twin publication, to "bring to the children of the rural schools, many of whom will never attend high school or college, much of the new material in agriculture which is being rapidly discovered. It presents a rather wide range of agricultural topics and hence is adapted to any state in the union. There is a special section, however, given to the cotton growing industry, three chapters being set aside for this important task.

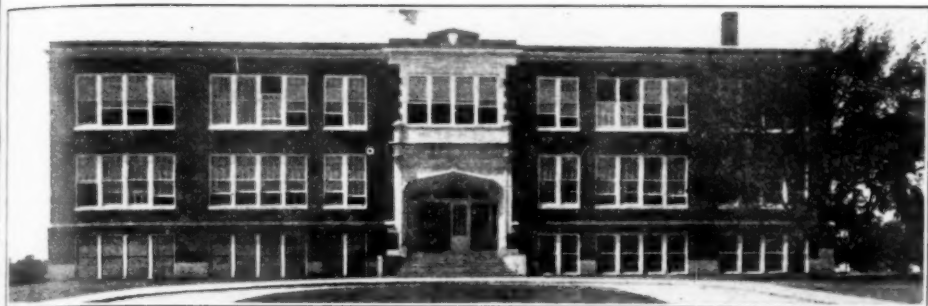
CORNING OVER THE TOP.

Superintendent Earl D. Harpham of Corning, Missouri has informed Secretary E. M. Carter that his school is already in the "more than 100%" list for 1924-25, himself, his teachers and the president and the secretary of his Board of Education having enrolled as members of the M. S. T. A. and as subscribers to *The School and Community*.

GRAFANOLAS FOR SALE.

We have two new grafanolas for sale cheap. If interested address Secretary E. M. Carter, Columbia, Mo., for prices and description.

NEW HIGH SCHOOL BUILDING AT AURORA.



The structure pictured above one of the best appointed new high schools in the State. The bonds for its erection were voted in March, 1923, by a majority of six to one. The building was moved into in March, 1924. Superintendent D. W. Clayton and the Board of Education began talking the need for the building in 1922. The chamber of commerce was behind the movement, as were all the other civic and social organizations.

The building is strictly fireproof, contains fifteen classrooms, a large study hall, two suites of offices, a rest room, an auditorium and gymnasium combined and is situated on campus of seven acres.

It was built at a total cost of \$72,000, eight thousand of the original \$80,000 bond issue being used for furnishings.

MORE LETTERS REGARDING "NEW REQUIREMENTS"

Lebanon, Mo., April 16, 1924.

Dear Mr. Walker:

In reply to your request of recent date, I will make the following statement on the new requirements for teachers in Missouri:

The new requirements for elementary and high school teachers are satisfactory to me and my Board of Education. In fact, we have been maintaining these standards in respect to our teachers for the last three years. The chief value of these standards, as I see it from the viewpoint of one in the field, is that the boys and girls of Missouri will have better instruction from persons who have selected teaching as a profession; instead of having untrained teachers practice on the children until they select some other line of work.

The next move for educational growth in Missouri should be an increase in the SOURCES OF SCHOOL REVENUE. School enrollment, especially in high school, has increased enormously in the last five years; but the sources of school

revenue to meet this increased enrollment have actually been decreasing in the last few years. Last year the state support for education, as based on school attendance, decreased over one-third, and with the reduced state tax rate from ten cents to seven cents, it will probably be less this coming school year. Since the taxation article in the new constitution raising the maximum of local school taxes that might be voted has failed local school districts which vote the constitutional maximum (\$1.00 on the \$100 valuation for teachers and incidentals) may not be able to meet further requirements, where more expenditures are required, unless the state gives more liberally to the financial support of public education.

We should be thankful that State Superintendent Lee's new standards for teachers are here. They will make teaching a profession, and no one will be allowed to teach who does not have sufficient training. Now, to hold what we have gained in public education, let all citizens work for a greater source of school revenue for public education.

ROSCOE V. CRAMER,
Superintendent of Schools, Lebanon, Mo.

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Springfield, Mass.



Nevada, Missouri, April 17, 1924.

Dear Mr. Walker:

Your letter was delayed in reaching me but I trust that this will reach you today, anyway.

In regard to Mr. Lee's New Requirements, I feel that he is taking such forward steps that have never been taken in Missouri before. I can see in his program a farsighted vision of what Missouri public schools should attain. Until he sent out his explanations, however, I feared that there would be many misunderstandings, and in fact I feared a reaction that would hinder educational progress in Missouri. But the explanations will alleviate any such possibility. If the school people will only co-operate with him, great things are in store for Missouri Education.

F. E. Engleman.

COMMITTEE ASKS YOUR CO-OPERATION

The Committee on Practical Citizenship of the State Teachers Association is most anxious to secure from classroom teachers and administrators the following materials:

1. Reports of lessons in Citizenship.
2. Types of organizations of student groups; Councils, junior chambers of commerce, school city, government, etc.
3. Reports of lessons in ideals.
4. Suggestions.

The success of a course in Practical Citizenship depends on the degree of usefulness of its materials. We solicit your co-operation. Send materials to: J. J. Oppenheimer, Stephens College, Columbia, Missouri.

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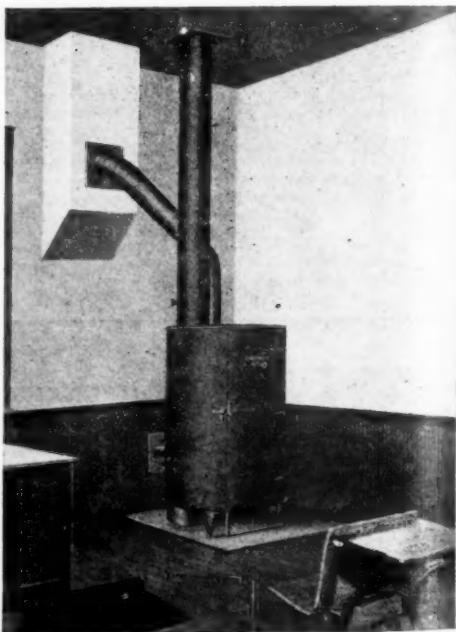
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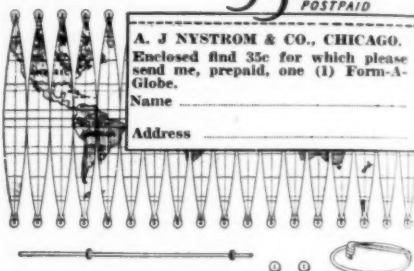
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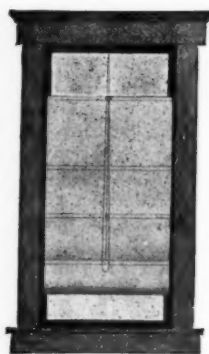
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